Exhibit 1 — 6-18-09 Notice-Request

USAC
Universal Service Administrative Company

June 18, 2009

Marva Belisle
HOLY NAME OF JESUS SCHOOL
323-731-2255
Form 471 Application Number(s): 473686
Funding Request Number(s): 1349400

RESPONSE DUE DATE: July 3, 2009

The Program Compliance team is in the process of reviewing your Funding Year 2005 Form 471 Services Ordered and Certification Form for schools and libraries discounts to ensure that it is in compliance with the rules of the Universal Service program.

During a site visit, you failed to provide a copy of the tech plan approval letter for your non-basic service that led to the COMAD referral. We have determined that USAC may have improperly disbursed funds for FRN 1349400 because the technology plan was not approved prior to the commencement of services or the date that the Form 486 was filed, whichever is earlier. As a result, USAC may seek recovery of improperly disbursed funds for FRN 1349400 to remove the cost associated with the violation as required by program rules. In order to facilitate recovery of the improperly disbursed funds process for the FRN, the charges associated with the violation must be identified and are listed below:

- FRN 1349400 - $16,868.96

We define the approval date as the date on the approval letter or other approval notification from the USAC-certified Technology Plan Approver who approved your plan.

Was an approved technology plan available? _X_ Yes or ___ No

If yes, please provide the technology plan approval letter for the plan.

If no, USAC will seek recovery of the funds listed above.

Thank you for your cooperation and continued support of the Universal Service Program.

Clara Peterson
Schools and Libraries Division
Program Compliance
cpeters@sl.universalservice.org
Tel: (973) 581-5146
Fax: (973) 599-6582

Exhibit 2 — HNJS-Peterson 7-22-09

Archdiocese of Los Angeles

Archdiocesan Catholic Center
Office (213) 637-7000
Fax (213) 637-6000

3424
Wilshire
Boulevard

Los Angeles
California
90010-2241

July 22, 2009

Clara Peterson
Schools and Libraries Division
Program Compliance
100 South Jefferson Road
P. O. Box 902
Whippany, NJ 07981

Re: *Holy Name of Jesus School*
Form 471 Application Number: 473686
Funding Request Number: 1349400

Dear Ms. Peterson:

I am writing on behalf of Holy Name of Jesus School (the "School"), which is one of the inner-city elementary schools in the Roman Catholic Archdiocese of Los Angeles. On June 18, 2009, you wrote Principal Marva Belisle to inform her that USAC might seek recovery of $16,868.96 "because the technology plan was not approved prior to the commencement of services of the date that the Form 486 was filed" and the School was unable to provide a copy of a "tech plan approval letter for non-basic service." The School submits that although it may not be in compliance with every precise element of USAC's application requirements, the School acted in good faith and in accordance with what it understood was required at the time.

It is true that the School does not have a technology plan approval letter. However, the facts I have been able to gather demonstrate: (1) the School did have a technology plan in place, and (2) the School was operating under the assumption that the approved technology plan for the Archdiocese of Los Angeles Department of Catholic Schools (the "Department") was sufficient for its application and that its plan was encompassed in the approved Department plan. I shall address each of these items in turn.

First, as best as can be determined, the School had a technology plan prior to applying for e-Rate funding in 2005. The plan does not have all five elements that are currently required of technology plans, because in all likelihood it was prepared prior to the October 13, 2004,

effective date of the Federal Communications Commission Report and Order (FCC 04-190). The School's computer instructor, Otis Burnell, recalls that he developed the plan in response to a workshop conducted by the Department, which probably took place in 2001. Thus, the best estimate is that the School's plan was prepared in 2002 or 2003. A copy of the School's technology plan – which is undated except for a Parent's Permission for the Publication of Student Work/Pictures bearing a year 2000 copyright and a Consent for Internet Use featuring a 2002 date -- is attached as Exhibit A.

Second, during the workshop that gave impetus to the School's technology plan, Mr. Burnell was informed that the Department had an overarching technology plan and that the School could rely on this plan for its e-Rate applications. A copy of the Department's plan is attached as Exhibit B. The information Mr. Burrell received conforms to USAC's policy which provides:

> A school within a Diocesan school district or comparable entity that has an approved plan is considered to have an approved plan in its own right, if that approved district-wide technology plan validates the use of the contracted telecommunications services for educational purposes if that school in a manner consistent with the criteria and standards outline above in Elements of a Technology Plan and Technology Plan Scope and Timeframe.

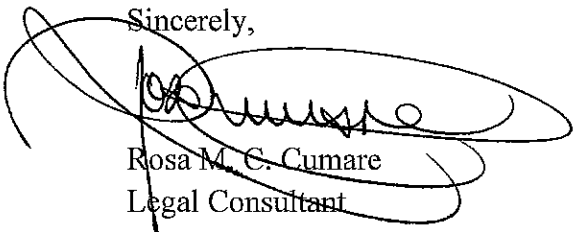
Because the facts suggest that the Department of Catholic Schools' workshop was held during 2001, the Archdiocese did have an operative approved technology plan when the School developed its own plan; thus, the School's plan was effectively approved at the time it was written. Evidently, the School was not informed that the Department's plan may not have been in effect as of January 19, 2005, when the School filed its Form 470, because in Block 5, Item 20, the School indicated that its application was covered by a higher-level approved technology plan. A copy of the referenced page is attached as Exhibit C.

I hope that these facts address the concerns you raised in your June 18 letter and that the School will not have to reimburse USAC for the funds. As I indicated at the outset, Holy Name of Jesus School is one of the very poor parochial schools in the Archdiocese of Los Angeles; the School simply does not have the wherewithal to pay such an unanticipated sum. If, in the unhoped-for event that USAC will insist on reimbursement, the School will need to arrive at a negotiated reimbursement amount and method of repayment.

If you have any questions, you can reach me at 213-637-7530 on Tuesdays and Thursdays and at 626-432-7320 on Mondays, Wednesdays and Fridays, or you can email me at generalcounselrc@la-archdiocese.org or rcumare@cumarelaw.com.

Thank you for your courtesy and consideration of this matter.

Sincerely,



Rosa M. C. Cumare
Legal Consultant
to the Roman Catholic Archbishop of Los Angeles
on behalf of Holy Name of Jesus School

RMCC:hs
Enclosure

Cc: Marva Belisle
Principal
Margaret G. Graf, Esq.
General Counsel

Exhibit 3 -- 7-22-09 email

From: General Counsel RC
Sent: Wednesday, July 22, 2009 5:19 PM
To: 'cpeters@sl.universalservice.org'
Cc: Belisle, Marva; Graf, Margaret G.
Subject: Holy Name of Jesus School

Dear Ms. Peterson:

Attached is the response for Holy Name of Jesus School to the correspondence you sent on June 18, 2009. Please let me know if you have any difficulty opening the attachments.

Exhibit A: HolyNameOfJesus Tech Plan.pdf
Exhibit B: Archdiocesan 1998 Tech Plan (2).doc
Exhibit C: HolyNameOfJesus Form 470.pfd

Rosa Cumare
Legal Consultant

Exhibit 4 — HNJS Tech Plan

FAX COVER SHEET

Holy Name of Jesus School
1955 W. Jefferson Bl.
Los Angeles, CA 90018
323-731-2255

Fax 323-730-0321

SEND TO	Jim	**FROM**	Maria
Attention	Ciluni	**Date**	Belisle
Fax Number		**Phone Number**	

☐ Urgent ☐ Reply ASAP ☐ Please comment ☐ Please review ☐ For your information

Total pages, including cover sheet ☐

COMMENTS

Tech Plan for Erate

Holy Name of Jesus School
Technology Plan

Technology Plan for E-Rate

Plan Introduction

Technology Coordinators:
Marva Belisle – Principal
Otis Burnell – Computer Instructor

Mission and Philosophy

Our Mission at Holy Name of Jesus school is to use technology as a catalyst for educational and instructional reform. Thereby, providing access and training to advance technology to improve the academic achievement of all students. Whereby enabling teachers and students the use of technology as a tool for teaching, learning, and living in an ever changing world, and to prepare the students to become responsible, productive citizens in a global aware society while becoming life long learners.

Technology Needs:

1. Additional technology training to include but not limited to:
   - Email use
   - Local area network
   - Internet search
   - Faculty and staff training
   - Integrating technology into curriculum
   - Web authoring
2. Hardware upgrade
3. Develop multi-media equipment

Goals, Objectives, and Strategies

Goal 1: 100% of teachers and paraprofessional support staff will have opportunities for continued staff developments needed to integrate technology into their curriculum.

Objective: 1.1: ongoing staff development training will be provided to assist all teachers in meeting the Technology Standards for teachers as prescribed by the Archdiocese of Los Angeles Department of catholic Schools (elementary).

Strategy: 1.1.1: A minimum of three staff development workshops will be provided on campus each year, including methods of technology integration to improve student achievement.
Personnel responsible: Technology Coordinators
Evidence: Staff Development course description and sign-in log handout

Strategy 1.1.2: A minimum of three after school in-service technology workshops will be provided to support application and software programs as required or needed.
Personnel responsible: Technology Coordinators
Evidence: Staff Development course description and sign-in log, handouts.

Objective 1.2: All teachers will meet the Technology Standards provided by the Archdiocese of Los Angeles.

Strategy 1.21: Teachers will document at least five instances per semester the use of email to communicate with other teachers and parents/guardians about individual student progress or other instructional topics.
Evidence: Email correspondence and Telephone log memos.

Strategy: 1.2.3: Instruction and Administrate staff will attend at least one technology seminars/workshops provided by Holy Name of Jesus School.
Personnel Responsible: Principal, Assigned personnel.
Evidence: Workshop attendance certificates

Goal 2: Enhance student achievement and teacher effectiveness through the use of technology and research-based teaching strategies

Objective 2:1 100% of instructional staff will integrate technology into classroom curriculum and provide challenging and innovative instructional opportunities to all students.

Strategy 2.1.1: Instructional staff will integrate technology into classroom activities at least once a week.
Personnel responsible: Principal, k-8 teachers
Evidence: Lesson Plans, Classroom observations, and samples of classroom work
Comments: Teachers that are familiar with integrating technology into instruction will share their knowledge with their colleagues on campus.

Strategy: 2.1.2: Provide time each week for teacher to develop and present curriculum integration activities in their classrooms by scheduling time in computer lab.
Personnel responsible: Technology Coordinator and K-8 teachers

Strategy 2.1.3: All students will highlight individual and group technology proficiencies by completing project using Power-Point, Excel, Word or other productivity programs at least once each semester.

Strategy 2.1.4: All faculty and students will have access to Internet, library resources, and software programs in classroom, computer lab, and library.
Personnel responsible: Technology Coordinators
Evidence: computer Lab sign-In List, observations, lesson plans.

Strategy 2.1.5: Students in grades 1 – 8 will increase reading fluency through the use of Accelerated Reading Software.
Personnel responsible: Reading Lab Instructor (Title I), Principal
Evidence: Student Reading and Test Records

Strategy: 2.1.6: Students in grades 3 – 8 will collaborate and use the Internet to obtain information for research and reports at least three time each grading period.
Personnel responsible: Classroom teacher, Technology Coordinator
Evidence: Lesson Plans
Comments: Lesson plans are due in the office weekly and checked for Technology inclusion.

Goal 3: All faculty, staff and students will have access to safe, effective, and cost-efficient technology and telecommunication infrastructure.

Objective 3.1: Holy Name of Jesus School will have a technology and telecommunication infrastructure that facilitates safe and effective communication and instruction.

Strategy 3.1: Additional funding sources and training opportunities for the instructional staff will be sought from grants, community partnerships, and other external funding sources.
Personnel responsible: Principal
Evidence: Inventory Purchase Orders

Strategy 3.1.2: Computer workstations in classrooms for teacher use will be provided
Personnel Responsible: Technology Coordinators
Evidence Inventory

Strategy: 3.1.3: Antivirus software will be upgraded on all computers as needed
Personnel responsible: Technology coordinators
Evidence: Work reports

Strategy 3.1.4: Continue to provide filtering devices to ensure safe Internet access for all users.
Personnel responsible Technology Coordinators
Evidence: Installation reports, Purchase orders

Strategy 3.1.5: Purchase and install data projector to promote use of multimedia equipment for presentation.
Personnel responsible: Technology coordinators, Teachers
Evidence: Purchase Order invoices, Work order, class presentations

Goal 4: 100% of administrators support staff and teacher will use technology to improve communication and disseminate information to staff, students, parents and the community.

Objective 4.1: School and community member will be involved in planning, developing and implementing technology programs to facilitate improved communication with parents and community.

Strategy 4.1.1: Technology Team to meet annually to review, evaluate, initiate, and/or implement policies regarding parent and community access to school and non-classified student information.
Personnel responsible: Technology Team
Evidence: Meeting minutes

Strategy 4.1.2: Provide one computer literacy class for community members each semester
Personnel responsible: Technology Coordinators
Evidence: Schedule of classes posted in community and in church bulletin

Strategy 4.1.3: Provide Internet access in the library to parents and the community during regular school hours and summer hours.
Personnel responsible: Technology coordinators, Office Staff, Summer School Personnel
Evidence: Sign in/Out sheets, Survey of satisfaction

Strategy: 4.1.4: Provide links to adult literacy providers on school website to promote adult education.
Personnel responsible: Principal, Technology coordinator
Evidence: School web page

Objective 4:2 Technology support will be provided to all students, teachers and administrators to ensure maximum utilization of technology.

Strategy 4.2.1: On-site technical support during regular school hours will be provided by contracted maintenance service.
Personnel responsible: Cal-Micro Systems, Technology coordinators
Evidence: Work orders

Strategy: 4.2.2: Computer repair and network support will be provided by contracting with an outside vendor.
Personnel responsible: Technology coordinators
Evidence: Work orders

Evaluation

Evaluation of this Technology Plan will be a continuous process to monitor and documented progress will be made in the implementation of this Plan. The Technology Coordinator will meet quarterly to evaluate, discuss the effectiveness, and adjust the plan

as needed. All aspects of the plan will be evaluated formally once a year. Formal and informal interviews with the faculty and student will be used to evaluate and update this Plan. These interviews will also be used to determine the level skills of all faculty members as well as staff develop needs.

Evaluation Methods:

1. Monitoring of lesson plans to include technology into the curriculum and interaction.
2. Numbers of students using technology in the classroom.
3. Student progress to evaluate instruction and the ability of teachers to teach technology.
4. Number of staff members participating in technology staff development
5. Number of Internet projects generated in the classroom as well as the computer lab.
6. Comparison of needs identified in the Plan versus needs addressed in the implementation of the Plan.
7. To ensure that faculty, staff, and students are using technology integration formal and informal surveys will be conducted. This will also aid in the direction of future hardware and software to be purchased.

SCHOOLWIDE GOALS

Word Processing Skills

Students in our school will learn to:
- Create and save a new document
- Open, view and print documents.
- Format documents.
- Edit text.
- Use desktop publishing techniques(spreadsheet, Powerpoint, graphics)
- Use a word processor in a real world context.

Fundamental Computer Skills

Students in our school will learn to:
- Use and understand basic computer related terms;
- Identify basic computer hardware components and peripheral devices;
- Demonstrate appropriate care and use of hardware;
- Identify the functions and advantages of computer productivity software;
- Use basic computer management skills.

Computer Network and Telecommunication Skills

Students in our school will learn to;
- Demonstrate appropriate use of a network
- Demonstrate appropriate use of on-line information

Legal/Ethical Computer Skills

Students in our school will learn to:
- Show understanding of appropriate legal and ethical computer conduct

Information Management Skills

Students in our school will learn to:
- Access and retrieve information
- Organize information
- Analyze information

K-2

1. Use input devices and output devices to successfully operate computers.
2. Use a variety of media and technology resources for directed and independent learning activities.(ITV, Laserdisc, Alphasmart, overhead projector, audio tape player)
3. Communicate about technology, using developmentally appropriate and accurate terminology.(processor, monitor, printer, etc.)
4. Use developmentally appropriate multimedia resources to support learning.
5. Work cooperatively with peers, family members, and others when using technology in the classroom.
6. Demonstrate positive social and ethical behaviors when using technology in the classroom.
7. Practice responsible use of technology systems and hardware.
8. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

1. Use input devices and output devices to successfully operate computers.

2. Use a variety of media and technology resources for directed and dependent learning activities.(ITV, Laserdisc, Alphasmart, overhead projector, audio tape players)

3. Communicate about technology, using developmentally appropriate and accurate terminology.(processor, monitor, printer, etc.)

4. Use developmentally appropriate multimedia resources to support learning.

5. Work cooperatively with peers, family members, and others when using technology in the classroom.

6. Demonstrate positive social and ethical behaviors when using technology in the classroom.

7. Practice responsible use of technology systems and hardware.

9. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

11. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.

6-8

1. Use input devices and output devices to successfully operate computers.
2. Use a variety of media and technology resources for directed and independent learning activities.(ITV, Laserdisc, Alphasmart, overhead projector, audio tape player)
3. Communicate about technology, using developmentally appropriate and accurate terminology.(processor, monitor, printer, etc.)
4. Use developmentally appropriate multimedia resources to support learning.
5. Work cooperatively with peers, family members, and others when using technology in the classroom.
6. Practice responsible use of technology systems and hardware.
7. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
8. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
9. Demonstrate knowledge of current changes in information technologies and the effect these changes have on the workplace and society.
10. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
11. Use content-specific tools and software to support learning and research.
12. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
13. Design, develop, publish, and present assignments using technological resources that demonstrate curriculum concepts.
14. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
15. Demonstrate an understanding of concepts underlying hardware, software, and practical applications to learning and problem solving.

Computer Curriculum

First Quarter

Introduction to Computers and Applications

- Typing
- Computer Basics
- Types of Applications
- Understanding Features of Windows and Window Applications

File Management

- Manage Your Files

Word Processing

- Typing
- Create and Save documents
- Open and Edit documents
- Text Alignment and Enhancement
- Format and Edit Documents
- Working with Multiple-Page Documents
- Formatting Columns and Tables
- Working with Graphics, tools, and boxed text
- Internet Research and Web Browsing

Second Quarter

Spreadsheet

- Typing
- Create, Save and Exit a Spreadsheet
- Use formulas; Spreadsheet Enhancements
- Copy Formulas; Additional Spreadsheets Enhancements
- Use Functions and Range Names
- Print and Chart Spreadsheet Information
- Internet Research and Web Browsing

Third Quarter

Presentation Graphics

- Typing
- Create, Save and Print a Presentation
- Edit and Enhance Slides
- Work with Slide Shows
- Internet Research and Web Browsing

Fourth Quarter

Database

- Typing
- Plan Create and Save a Database Table and Form
- Add Records and Print a Database
- Edit and Enhance a Database
- Internet Research and Web Browsing

Archdiocese of Los Angeles – Holy Name of Jesus School
Computer Network User Agreement and Parent Permission Form

*Parents – please go over and explain these policies to your child/ren, especially the primary grade students.

As a user of Holy Name of Jesus School computer network, I agree to use our computer network in a responsible manner by honoring all relevant laws, restrictions, and school rules. I will follow the guidelines and policies listed below:

General Guidelines:

- All school systems, all information stored on them, and all work performed on them, are subject to school supervision, inspection, and governance of school policies.
- Students may only use the system under the direct supervision of a staff member.
- The school may engage in routine maintenance and monitoring of its computer system.
- The school only provides limited privacy in the contents of student personal files on the school's computer system. The situation is similar to the rights students have in the privacy of lockers.
- The school reserves the right to monitor, access, retrieve, read, and disclose all messages created, sent, received, or stored on its systems (including connections made and sites visited) to law enforcement officials or others, without prior notice.
- Where pertinent and approved, students should use care in creating e-mail messages. The contents of e-mail cannot be considered private or confidential. Even when a message has been deleted, it may still exist on a back-up system, be restored, be printed out, or may have been forwarded to someone else without its creator's knowledge.
- Parents have the right at any time to request to see the contents of your e-mail files.
- Any files downloaded from the Internet and any computer disks received from non-school sources must be scanned with virus detection software. Immediately report any viruses, tampering, or other system breaches to the principal or its delegate.
- If approved by the principal, students may create personal Web pages on the school's computer system. All material placed on the web page must be pre-approved in a manner specified by the school. Material placed on the web page must relate to school and/or career preparation activities. Contents must also comply with the restrictions set forth below.
- Students will promptly inform their teacher or other school employee of any message received that is inappropriate or makes them feel uncomfortable.
- The school will not be responsible for supervising or continually monitoring every communication and Internet session for every student and staff member beyond the scope of supervision defined in the user agreement.
- Internet access from outside the school is the domain of the parents or guardians. We expect our parents to be equal stakeholders in the implementation of our computer system policies. Parents will monitor their child's Internet access and electronic use at home in a manner consistent and supportive of the school's policies and the Catholic church's teachings.

Students using our computers and/or related systems may not:

- Post personal contact information about self or others. Personal contact information includes address, telephone, school address, parent/s name/s, work address, etc.
- Agree to meet with someone they have met online without their parent's approval. A parent should accompany them to this meeting

- Use obscene, defamatory, disruptive language
- Harass, insult or attack others
- Send comments or images that would offend someone or an organization on the basis of race, creed, gender, national origin, sexual orientation, political beliefs, or disability
- Upload, download, view, or otherwise transmit copyrighted, trademarked, patented, or indecent material, trade secrets, or other confidential, private, or proprietary information
- Engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, etc.
- Employ the network for commercial and/or or political lobbying purposes
- Access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people
- Damage, alter, disrupt or gain unauthorized access to computers or other systems
- Alter the start up screen or the desktop or download applications that will subvert this
- Introduce a virus, attempt to breach system security or tamper with the school's computer system
- Use others' passwords
- Enable unauthorized persons to access or use the school's computer systems or jeopardize the security of the school's electronic communications systems
- Trespass on others folders, work or files
- Repost a message that was sent privately without permission of the person who sent the message
- Waste intentionally limited resources
- Download large files unless absolutely necessary. If necessary, students will download the file at a time when the system is not being heavily used
- Post chain letters or engage in "spamming" (sending an annoying or unnecessary message to a large number of people)

Consequences for violating any of the above policies:

- Suspension or permanent loss of access
- Disciplinary action, including but not limited to suspension and even expulsion, depending on the gravity of the offense, at the principal's discretion
- Involvement of law enforcement agencies

Limited Liability:

The school makes no guarantee that the functions or the services provided by or through the school's computer system will be error-free or without defect. The school will not be responsible for any damage users may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The use of any information obtained via this service is at the user's own risk. The school will not be responsible for financial obligations arising through the unauthorized use of the system.

CONSENT:

As the parent or legal guardian of the student signing above, I grant permission for this child to access the Internet and the school's networked computer services. I understand that individuals and families may be held liable for violations. I accept responsibility for guidance of Internet setting and use. I will convey to my child and comply with school standards regarding selecting, sharing or exploring information and media on the Internet.

I hereby release the school, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the school system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Name of Student: _____ Grade: _____

PARENT'S PERMISSION FOR THE PUBLICATION OF STUDENT WORK/PICTURES

I understand that from time-to-time the school may wish to publish examples of student projects, photographs of students, and other work on an Internet accessible World Wide Web server. Student projects, photographs, and other work posted on the Internet will include only the student's first name's initial and last name.

I specifically acknowledge that the our school's web site content is not private and can be reviewed, copied, downloaded and transmitted by anyone with access to the Internet and that the school has no control over this. I hereby waive, release, and forever discharge any and all claims, demands or causes of action against the school and its faculty, staff, employees, agents, contractors and any other person, organization or entity assisting them in connection with the posting of information on the web site for damages or injuries in any way related to, connected to or arising from the publishing or posting of information on the school's Internet web site or the use of that information and expressly assume the risk of any injury or damage resulting from said posting of information on the web site.

I further understand and agree that this authorization remains in effect until such time as it is withdrawn in writing. I understand that if I change my mind relating to this authorization, that I will submit another authorization form to the school.

Please check:

_____ My child's work and photograph can be published on the Internet.

_____ I do not want my child's work or photograph be published on the Internet.

Parent Name (print): _____

Parent Signature: _____ Date: _____

Name of Student: _____ Grade: _____

Holy Name of Jesus School
1955 W. Jefferson Blvd.
Los Angeles, CA 90018

Consent for Internet Use

I have read, reviewed, initialed, and do understand the general guidelines in accordance with the Archdiocese of Los Angeles, and Holy Name of Jesus School for using computers and/or related systems as pertaining to the Internet, email, etc.

I do also understand that failure to comply with these guidelines could lead to my immediate suspension, expulsion, and /or permanent loss of access to the school's computer systems depending on the gravity of the offense and upon the discretion of the principal.

I will review the Computer Network User Agreement with my parent(s) and have them fill out the Parent Permission Form and return it signed by _____, 2002

Student's Name_____

Date_____

Computer Instructor_____

Class Teacher_____

Exhibit 5 — Archdiocesan Tech Plan

Strategic Technology Integration Plan

Archdiocese of Los Angeles
Department of Catholic Schools

April 1998

Table of Contents

1 INTRODUCTION 1

2 SETTING 2

2.1 LOCATION 2

2.2 ORGANIZATION 2

2.3 STUDENTS 3

2.4 FACILITIES 4

3 TECHNOLOGY TODAY 5

3.1 COMPUTERS AND LANS 5

3.2 SCHOOL STAFFING AND STAFF DEVELOPMENT 6

3.3 EXISTING ARCHDIOCESAN DATA NETWORK 7

3.4 EXISTING ARCHDIOCESAN VIDEO NETWORK 8

3.5 EXISTING ARCHDIOCESAN CATHOLIC CENTER (ACC) FACILITIES 11

4 STRATEGIC TECHNOLOGY INTEGRATION INITIATIVE 12

4.1 APPROACH 12

4.2 GOALS 13

4.3 STRATEGIES 13

4.4 PROFESSIONAL DEVELOPMENT 17

4.5 EVALUATION 18

5 ARCHDIOCESAN INFRASTRUCTURE 20

5.1 TECHNOLOGY TOOLS 20

5.2 METHODS 22

5.3 CONNECTIONS 22

6 INDIVIDUAL SCHOOL GUIDELINES 25

6.1 TECHNOLOGY TOOLS 25

6.2 METHODS 28

6.3 CONNECTIONS 29

7 CRITERIA FOR INDIVIDUAL SCHOOL TECHNOLOGY PLANS 30

7.1 TECHNOLOGY PLAN SUBMISSION GUIDELINES 30

7.2 MULTI-LEVEL TECHNOLOGY PLAN CRITERIA 30

Executive Summary

This plan outlines the needs and strategies for integrating technology into the curriculum of the Catholic schools in the Archdiocese of Los Angeles. Located in southern California, the schools serve over 100,000 students in five pastoral regions. Like most schools, they do not have sufficient budgets for large technology investments. As a group, the schools have student-to-computer ratios higher than state and national averages and staff technology development is believed to be below the state average. The Archdiocese currently maintains a data network with limited capability and transmits video to schools via its existing ITFS network.

In order to bring technology to its classrooms, the Archdiocese has developed a Strategic Technology Integration Initiative. Based on a two-tiered foundation of Archdiocesan and individual school plans, this initiative outlines the seven goals for each school to achieve as it brings technology into its classrooms. These goals are for technology to 1) maximize student learning, 2) address various student learning styles, 3) prepare students to function in today's high-tech society, 4) prepare staff, 5) simplify classroom management, 6) reduce administrative burdens, and 7) maximize the use of limited resources.

These goals will be realized through a three-element strategy composed of technology tools, methods, and connections. Technology tools are the hardware and software used to educate students; methods integrate technology with the teaching and learning process; and connections represent the ability of a classroom to interact with other classrooms and the Internet. For these three strategies to be effective, professional development is required. Professional development guides educators in how, when, and why to use technology. The Department of Catholic Schools has developed guidelines for professional development. These guidelines include in-service activities, exposure to new technologies, on-site training, and incentives for extracurricular technology studies.

Based on the initiative's goals, this plan identifies near-term technology directions based on the Archdiocese's existing ITFS system and a new Digital Multimedia Server System (DMSS). The ITFS data network may initially consist of a hybrid network, utilizing the existing ITFS system and a separate ISP. Pending FCC approval, the Archdiocese may construct a two-way data system and eliminate the need for third-party ISPs. The DMSS will serve the multimedia needs of instructors at various schools.

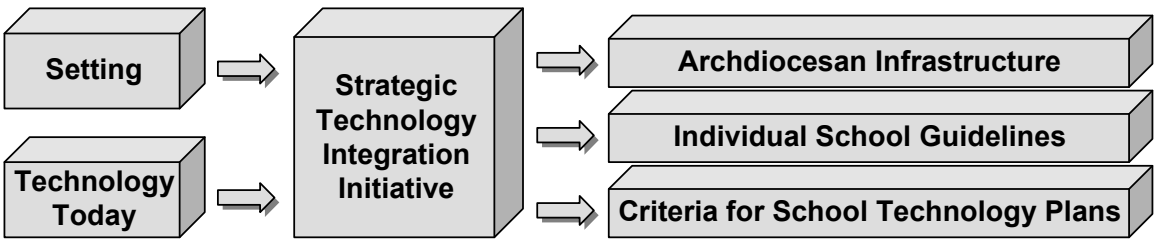
For individual schools participating in the technology integration initiative, technology compatibility guidelines have been developed for specific technology elements such as network speeds and computer operating systems. These guidelines enable schools to share more resources. The Department of Catholic Schools also has developed criteria for individual school technology plans.

To measure the success of this initiative, evaluation techniques will be developed by the Department of Catholic Schools. Evaluation provides feedback to educators on the use of technology. Evaluation is important to keeping technology integration economical, useful, and goal-oriented.

1 Introduction

The purpose of this strategic technology integration plan is to outline the needs, directions and strategies for integrating technology into the curriculum of the Catholic schools within the Archdiocese of Los Angeles. This plan is the higher level of a two-tiered blueprint. Catholic schools within the Archdiocese will have their own plans. Each individual school plan will be interwoven with this global plan.

This plan describes the Archdiocese's setting, the current status of technology deployment in the Archdiocese, the strategic technology integration initiative of the Archdiocese, the proposed Archdiocesan infrastructure, guidelines for individual school technology initiatives, and the criteria for individual school technology plans. The strategic technology integration initiative is the cornerstone of this plan. The following diagram is a graphic representation of this report's structure.



2 Setting

This section contains a brief overview of the Archdiocese's location, organization, students, and school facilities. This information is intended to establish the framework within which the Archdiocese and the individual schools must work. An assessment of current technology deployment and integration within the Archdiocese is presented in the next section of this report.

2.1 Location

The Archdiocese comprises three counties in the southern part of California: Los Angeles, Ventura, and Santa Barbara counties. The area served by the Archdiocese represents 8,762 square miles (22,430 square kilometers) of territory. As of January 1995, the total Catholic population in this area was 3,595,414 out of a total population of 10,330,409.

There are 284 parishes located in 120 cities throughout the area served by the Archdiocese. There are also nineteen missions and chapels and nine Easter Rite Churches.

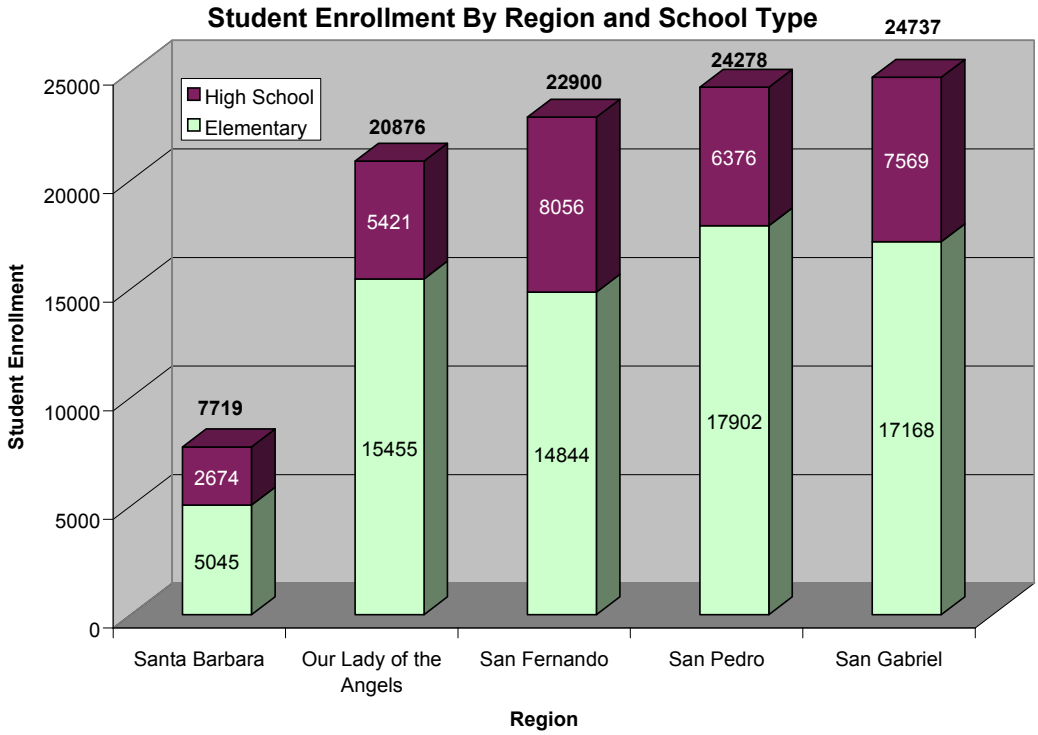
2.2 Organization

The Archdiocese is divided into five pastoral regions: Our Lady of the Angels, Santa Barbara, San Fernando, San Gabriel, and San Pedro.

Catholic schools within the Archdiocese exercise site-based management, within the parameters of budget and local constraints. Like most schools, Archdiocesan, parochial, and private schools lack funding for major commitments to progress in technology planning and acquisition.

2.3 *Students*

As a group, the Catholic schools in the Archdiocese represent one of the three largest school systems in California in either the public or private sector. The schools serve 100,510 students. There are a total of 230 Catholic elementary schools serving 70,414 students and there are 51 Catholic High Schools serving 30,096 students. As shown below, the schools are distributed throughout the Archdiocese's five pastoral regions. The largest concentration of students is in the San Gabriel region.



Many students are English-limited, language impaired, from multi-ethnic backgrounds, and economically deprived. As educators become more sophisticated, they are recognizing a wider diversity in student needs. An increase in classroom technology integration will help educators fine-tune their curriculum to meet the individual learning styles of different students.

2.4 Facilities

Before undertaking a new technology initiative, a school must carefully determine what renovations to its physical plant will be required. Some schools will require major renovations in order to deploy adequate computer networks. These renovations may include electrical wiring, heating and air conditioning upgrades, new ceilings, asbestos removal, and additional cabling. The funding requirements associated with these renovations limit many schools from taking advantage of new technologies.

3 Technology Today

Integral to understanding future technology plans is an understanding of the current status of technology deployment in the Archdiocese. Below are brief overviews of computers and networks, staff development, existing data and video networks, and the technology infrastructure at the Archdiocesan Catholic Center (ACC). The information presented in this section pertaining to the use of technology in Catholic schools is derived from the 1997-98 Archdiocesan Technology Survey. Copies of this report may be obtained by contacting the Department of Catholic Schools.

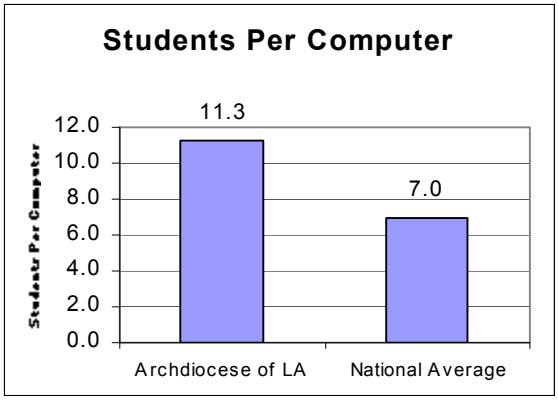
3.1 Computers and LANs

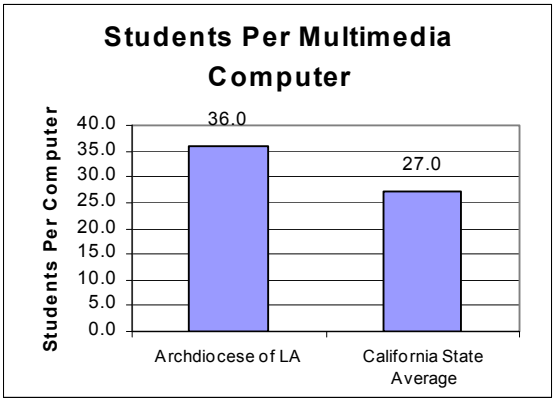
Computers are found in nearly every Catholic school within the Archdiocese. The majority of the computers are found in computer labs and media centers. Many classrooms also have computers. In fact, it is estimated that more than three-fourths of the classrooms have computers. As a group, the schools in the Archdiocese have a student-to-computer ratio of approximately 11.3:1. In comparison, the national average student-to-computer ratio is 7.0:1 (Market Data Retrieval, 1997.)

Another typical benchmark is the student-to-multimedia computer ratio. Generally, a multimedia computer is defined as a computer equipped with at least 16 megabytes of RAM, a CD-ROM, and a sound card with speakers. Roughly one-third of the computers in the Archdiocese are multimedia. The number of students per multimedia computer in the Archdiocese is estimated to be 36. The state of California has an average of 27 students per multimedia computer (Education Week, Nov. 17, 1997.)

Computer networks are another important aspect of the computer utilization in schools. The current growth in the availability of computer networks is dramatic. According to the 1996-97 Archdiocesan Technology Survey, in 1997 23% of schools in the Archdiocese

had local area networks (LANs.) In 1998, this figure has increased to 33% of schools. This growth is expected to continue into the foreseeable future.





3.2 School Staffing and Staff Development

There are positive indicators that technology is being used in the teaching and learning process. More than 60% of the schools report using computers to aid in student classroom instruction, and more than 20% of the schools report Internet usage in their classrooms.

Little quantitative data is available to document the technology readiness of the faculty and staff at the Catholic schools within the Archdiocese. It is believed that the portion of teachers having received formal technology training does not exceed the California state average of fifteen percent (Education Week, Nov. 17, 1997.)

Anecdotal information indicates that many teachers feel inadequately prepared to present curriculum that integrates technology. Staff members often are frustrated by the lack of resources and limited staff development opportunities to help them master technology. School technology plans should address this need for increased teacher technology training.

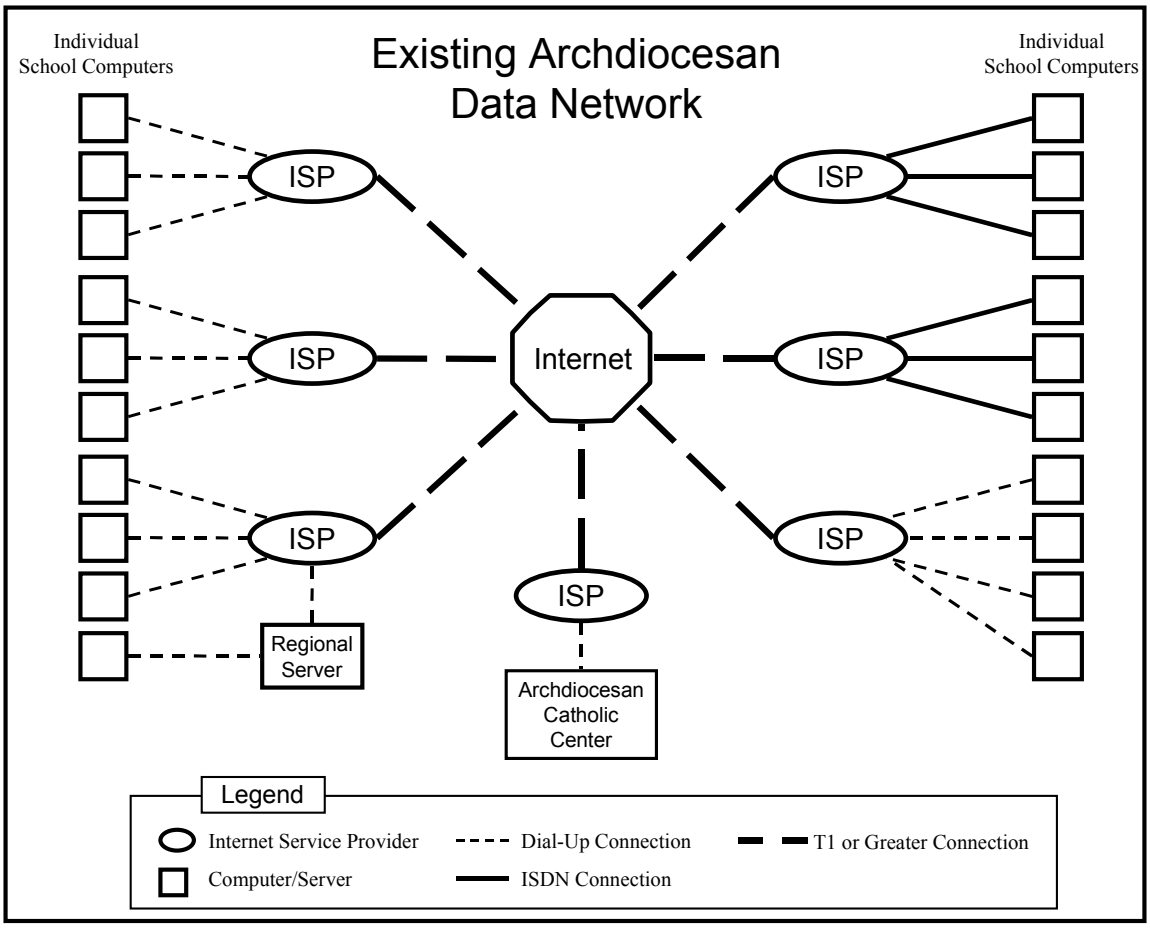
3.3 Existing Archdiocesan Data Network

Today's computer network infrastructure is a collection of independent computers that periodically connect to one another and exchange messages. Because there are no continuous connections, messages often take hours, or even days, to reach schools. The schools and administrative offices of the Archdiocese exchange e-mail in one of two ways:

1) The servers in almost all the schools connect to ISPs directly. During this regularly-scheduled connection, the servers exchange e-mail messages. Currently, this is the preferred method for sharing messages because it is efficient and cost-effective.

2) In a handful of schools, computers periodically connect to one of the five regional-office servers running remote-access services and Microsoft Exchange Server. When connected, the servers exchange e-mail messages. In turn, the regional-office servers connect to ISPs and upload and download e-mail messages. This method is more costly and less efficient than the direct ISP method.

The following layout is a representation of the existing network infrastructure. Based on the 1997-98 school technology survey, nearly 100% of the schools in the Archdiocese have some type of Internet connection. The majority of these are dial-up connections; however, about one-third of the schools have ISDN connections.



3.4 Existing Archdiocesan Video Network

The Archdiocese currently uses Instructional Television Fixed Service (ITFS) technology to deliver video content to its schools. The National ITFS Association describes this technology as follows:

> ITFS is a band of twenty (20) television channels available to be licensed by the FCC to local credit-granting educational institutions. The channels can be used solely to deliver instruction, or in partnership with companies (Wireless Cable) which deliver a subscriber-based video service that competes with land-based cable television systems to deliver entertainment programming.
>
> Because ITFS channels have a relatively short range (20 to 35 miles), the full allocation of twenty (20) channels is usually available to be used by

school systems, colleges and universities in most communities from small and mid-sized communities to the largest urban areas.

The Archdiocese currently maintains an analog (NTSC video and one channel of audio) television studio system for the broadcast of six channels of ITFS programming to its schools. The analog system consists of about 3,000 hours of programming stored on U-Matic tape, almost 500 hours of programming stored on VHS tape, six U-Matic tape recorder/players, six VHS recorder/players, a 40-in by 20-out audio/video switcher, and other assorted studio equipment such as character generators, time-base correctors, audio-mixers, and master video processors. The ITFS channels are linked to transmitter sites on Mt. Wilson and South Mountain via analog microwave STL transmitters. An analog microwave STL transmitter connecting South Mountain and Broadcast Peak is awaiting licensing by the FCC.

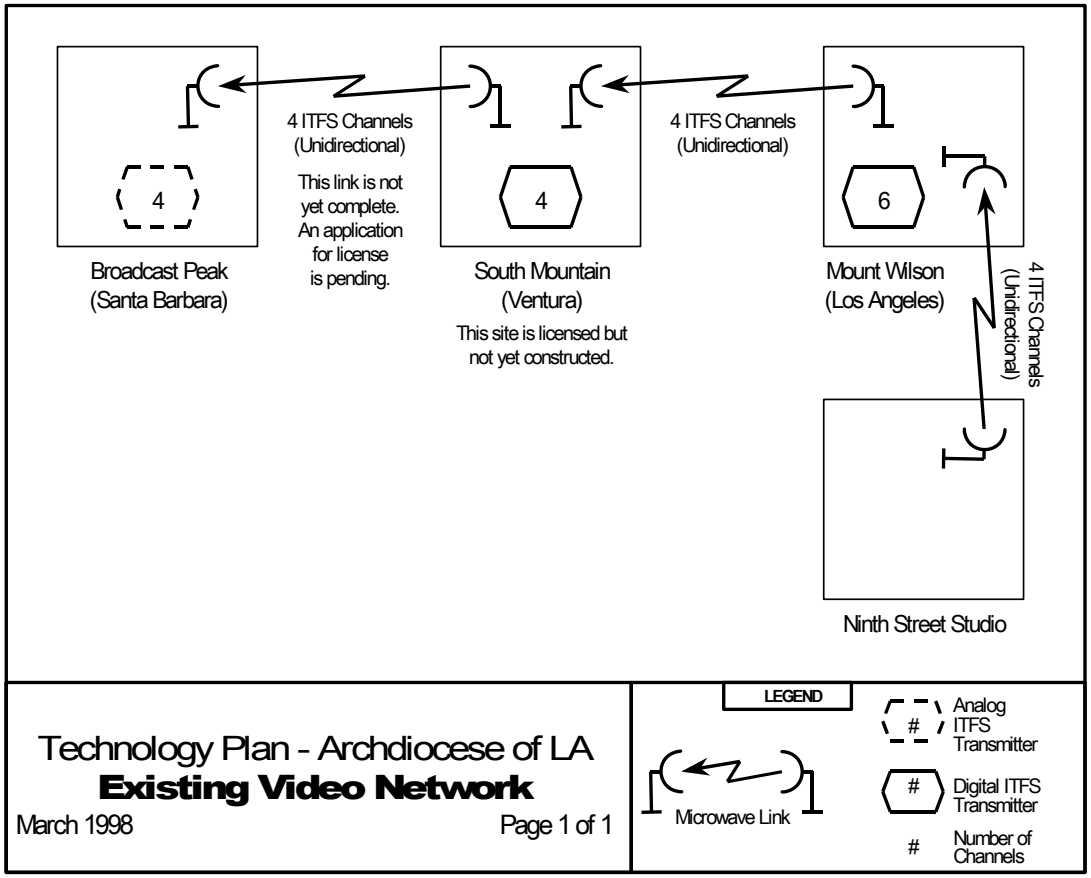
In November 1996, the Archdiocese entered the digital era by integrating its broadcast system with Pacific Bell Video Services' (PBVS) digital MMDS network. The STL receive site at Mt. Wilson now interfaces with Divicom MPEG-2 video/audio encoders feeding into the PBVS ATM network, which is broadcast to set-top units on the ITFS interactive band.

There are a total of one hundred and fifteen schools which currently receive the ITFS transmissions. The following table summarizes the number of ITFS-equipped schools by pastoral region.

Total ITFS Equipped Schools by Region

Region	# of ITFS Equipped Schools
Los Angeles	30
San Fernando	14
San Gabriel	32
San Pedro	39
Santa Barbara	0
Total	**115**

The following diagram shows the existing video network.

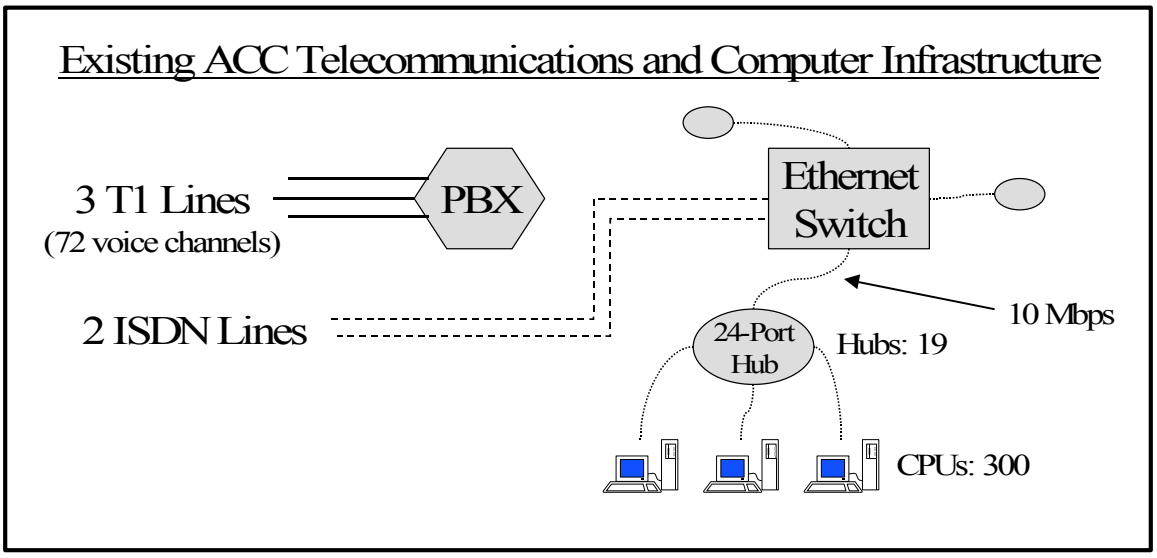


3.5 Existing Archdiocesan Catholic Center (ACC) Facilities

The Archdiocesan Catholic Center (ACC) is located at 3424 Wilshire Boulevard, Los Angeles, California. The ACC is the central administrative office for the Archdiocese. The ACC's technology infrastructure currently consists of telecommunications and computer components.

The infrastructure of the voice and fax communication system at the ACC now consists of three incoming T1 voice trunks connected to a Lucent Definity PBX. This PBX provides both fax-mail and voice-mail. The ACC also has two ISDN lines, one used by Tidings/Vida Neuva and another used by the Development department for fundraising activities. These ISDN lines connect to Windows NT file servers located in the ACC.

The ACC's computer infrastructure consists of over three hundred computers. These computers are networked by Category-5 wiring via nineteen 24-port hubs and an Ethernet switch. This network is based on a Windows NT platform. Five file servers support the network. The Archdiocese's Internet web site is developed at the ACC, but is currently hosted at an ISP's site. The web site address is http://www.la-archdiocese.org. Below is a schematic of the ACC's existing technology infrastructure.



4 Strategic Technology Integration Initiative

Technology integration refers to the effective use of technologies to meet specific goals related to teacher and student outcomes. Technology helps educators address various learning styles, aids in classroom management, and helps prepare students to function in today's high-tech society. Technology also facilitates the sharing of resources across instructional and administrative functions throughout the Archdiocese.

Technology integration is important because it maximizes limited resources, allows for economies of scale, and facilitates information sharing. The Strategic Technology Integration Initiative is designed to guide the Catholic schools in the Archdiocese from a more traditional curriculum into one in which integrated technologies are utilized.

This initiative is founded on a common belief that students and teachers need greater access to technology for word processing, communicating, and accessing and managing information. It is important for students and teachers to access and utilize information through the use technology. In this age of technology, students are done a disservice when they are not prepared to enter a world where technology literacy will be demanded of them.

The approach taken to make this initiative a reality for the Archdiocesan schools is outlined below.

4.1 Approach

To succeed, this initiative must have goals, strategies for meeting these goals, professional development to ensure the strategies are implemented, and the means to evaluate whether or not these goals have been met. First, goals must be set. These goals should correspond to the overall initiative, or vision. After setting goals, then the strategies for achieving these goals can be developed. Strategies should provide clear directions for achieving each goal. Professional development also is an important component. Properly

preparing faculty and staff insures that the strategies are implemented correctly. Finally, evaluation methods should be put in place to monitor progress towards the initiative's goals.

4.2 Goals

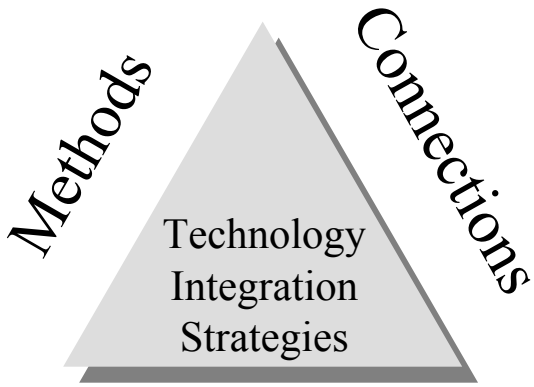
The first step towards successfully implementing the Archdiocesan technology integration initiative is to develop goals. Fundamentally, this initiative's aim is for each Catholic school in the Archdiocese to integrate technology into its instructional and administrative procedures. The Archdiocese and the schools should strive to reach the following goals:

- maximize student learning;
- address various student learning styles by using technology;
- prepare students to function in today's high-tech society;
- prepare staff for the use of technology;
- use technology to simplify classroom management;
- use technology to reduce the administrative burden placed on teachers; and,
- use technology to maximize the use of limited resources by 1) sharing information resources across instructional and administrative functions throughout the Archdiocese; 2) and taking advantage of economies of scale whenever possible.

These goals are the basis for the Strategic Technology Integration Initiative.

4.3 Strategies

The second step in the initiative's implementation is the development of strategies. The strategies to properly integrate technology into the schools are based on three elements: technology tools, methods, and connections.



Technology Tools

These three elements support each of the plan's goals in a number of ways. For example, an Internet connection may help "prepare students to function in today's high-tech society" by allowing the students to conduct research on the Internet. The table on the following page gives examples of how each strategic element supports the plan's goals.

Each strategic element can further be divided into two components: 1) existing vs. new, and 2) Archdiocesan vs. individual school. These elements and their components can be combined in hundreds of ways to develop site-specific strategies which support the technology integration goals. For example, existing school methods may be used in conjunction with new school technology tools and existing Archdiocesan connections.

This plan specifically addresses the Archdiocesan components of the three elements. For individual schools, this plan only provides a general framework to follow. Specific school plans will be developed by the individual schools based on the guidelines set forth in Section 7 of this plan.

Potential Applications of the Three-Element Strategy to Achieve the Archdiocesan Technology Integration Goals

Goal	Technology Tools	Methodologies	Connections
Maximize student learning.	Computer assisted instructional programs; Educational audio and video programs	Self-paced instruction; Instruction from experts; Multimedia lessons	Internet discussion groups; Connect to experts outside the classroom or school
Address various student learning styles by using technology.	Computer programs which can be customized to different students	Lessons which utilize a mix of new/old methods and technologies to reach students.	Access to different types of media for various students
Prepare students to function in today's high-tech society.	Workstations equipped similarly to the workstations students will find "in the real world"	Lessons which incorporate the use of current hardware and software	Internet connections allowing students to explore and learn the Internet
Prepare staff for the use of technology.	Training in the operation of hardware and software	Training in effective technology integration.	Web or video-based training; Use of e-mail
Use technology to simplify classroom management.	Lesson planning software	Electronically develop lesson plans, lesson content, etc.	Share lessons and content with teachers in other classrooms, schools, etc.
Use technology to reduce the administrative burden placed on teachers.	Administrative computer programs	Electronically complete attendance, grade reporting, etc.	Submit attendance, grades, etc. via LAN
Use technology to maximize the use of limited resources by sharing information resources across instructional and administrative functions throughout the Archdiocese and taking advantage of economies of scale whenever possible.	Local file servers, shared network devices (e.g. printers), Archdiocesan Digital Multimedia Server	Purchase services and/or equipment as a group	Shared access to content (e.g. Internet, video programming, etc.) and output devices

4.3.1 Technology Tools

Technology tools play an important role in the strategic integration of technology into education. Technology tools are the tools used to facilitate the teaching and learning process. These tools act as an interface between students and content. Examples of technology tools include such things as educational videos, digital encyclopedias, etc. Technology tools involve both hardware and software.

4.3.2 Methods

Methods are another key element in the strategy to integrate technology into education. Methods refer to the integration of technology tools and connections with the teaching and learning process. Methods fall into two categories: instructional and administrative.

Examples of instructional methods include:

- computer assisted instruction
- online resources such as the Internet
- various technologies to address different learning styles
- presentation hardware and software to enhance classroom instruction

Examples of administrative methods include:

- classroom management software
- grading and reporting programs

These are just a few examples of the many new and emerging technologies that can be incorporated into instructional and administrative methods.

4.3.3 Connections

Connections are the third element in the strategic plan to integrate technology into education. Connections are the means by which information is transported to schools and classrooms. Connections relate both to communications within a school and communications between a school and the outside world (e.g. other schools, the Archdiocesan Catholic Center, the Internet, etc.) Modern connections reduce the effect of time and space, allowing the learning place to encompass a much broader environment. These connections allow students and teachers to conduct research and interact with other learners in new and exciting ways.

4.4 Professional Development

The third step in the Strategic Technology Initiative is professional development. Professional development prepares educators to use technology tools, methods, and connections. Before they can effectively utilize these technology implementation strategies, educators should receive training in the operation and use of existing and emerging technology tools; have the opportunity to learn and develop new methods for integrating technology into curriculum; and have access to connections and have the knowledge to effectively use these connections in their instruction, research, etc.

Put simply, professional development for technology integration requires that educators know **how**, **why**, and **when** to use technology. Educators shall stay informed about current computer and technology trends in education by participating regularly in training and in-service programs. The Archdiocese recommends that the following professional development activities take place at every school:

- Administrators offer training and in-service incentives.
- Administrators provide time for presentations on computer and technology topics of general interest and need. These presentations will include creative uses of proven software and hardware, as well as information about new products.

- Administrators provide on-site training by professionals as needed to promote computer and technology competency. This training may include contracting with consultants/experts, acquiring training videotapes, arranging for vendor presentations, or having guest speakers from other schools.
- Educators seek personal growth in computer and technology competency by participating in classes and workshops offered by local universities and governmental organizations, museums, computer stores, and vendors, and by attending professional conferences.

4.5 Evaluation

The fourth and final step in the initiative's implementation is evaluation. Evaluation of technology integration must occur on a regular basis. It allows schools to learn from their past successes and failures, as well as the successes and failures of other schools. Evaluation is often neglected or overlooked, but it is as important as the other elements of the integration plan.

Proper evaluation insures that school resources are being used in the most effective manner. Without it, limited resources can be wasted. The financial constraints at many schools make evaluations absolutely essential to the long-term ability of schools to purchase and maintain new technology.

Regular evaluations also allow for mid-course corrections. Periodic reviews help insure that a technology project is on track and that the factors which originally warranted the project are still valid.

Metrics will be developed to monitor the effectiveness of the overall technology plan and the individual school technology plans. The Department of Catholic Schools for the Archdiocese is responsible for developing and monitoring these metrics. Feedback from these metrics will allow the Archdiocese to identify the stronger and weaker elements of the technology integration plan.

These metrics will monitor both student and educator outcomes. For example, correlation analysis of standardized test scores may be performed with any of the following data:

- Student computer-hours per week
- Number of computers per student
- Number of computers per teacher
- Hours of professional development

5 Archdiocesan Infrastructure

The Archdiocesan components of the three strategic elements (technology tools, methods, and connections) are described below.

5.1 Technology Tools

The Archdiocese is developing a unique technology tool called the Digital Multimedia Server System (DMSS). The system is designed to meet the multimedia needs of students and instructors at the Catholic schools in the Archdiocese. It will acquire, store, and transmit video and data to and from schools. The DMSS will simplify the Archdiocese's current studio operations and it will also allow the Archdiocese to use the Internet for acquisition and delivery of program material. The system will be hosted at the ACC. A proposed budget for the DMSS is shown in Appendix A.

Initially, the system will operate on a fixed programming environment, with support for call-in scheduling of playback over the existing ITFS network. The DMSS will support the storage and playback of 5,000 hours of content. The system will support 22 concurrent incoming and outgoing data streams. These data streams will represent information from a variety of sources. These sources include both analog and digital video and audio signals, as well as other data formats which may originate from anywhere in the world via the Internet and other sources. One potential source for multimedia content is the Los Angeles County Office of Education (LACOE.) LACOE currently maintains a vast library of multimedia content. In the future it may be possible to access this content with a link to the main offices of the LACOE.

As the DMSS matures and as schools and teachers become more network-enabled, the emphasis on fixed programming will be lessened and teachers will become more responsible for the scheduling of playback over the Archdiocesan intranet. Eventually, the DMSS will allow instructors at remote sites to electronically request video or other stored

content and retrieve the information via the Archdiocesan intranet. The information will be stored in a digital format so that, with the right tools and connections, teachers may even be allowed to custom-craft multimedia presentations at their desk from materials stored on-line.

If the system is fully developed and the funding is available, the DMSS will become the central hub for all acquisition, archival, and service of multimedia assets, including video, audio, and future network-enabled mediums. Operation of the system can be split into four labor categories:

Asset Acquisition	This activity occurs daily, from off-air sources and from tape. The raw asset can be acquired automatically, through the use of a scheduling function in the automation system, or interactively with the operator controlling the beginning and end points of the capture process. The operator reviews the acquired material, assigns asset information to it (including start and stop points in the captured MPEG stream to be used at playback), and releases the asset to the library for archival and future playback.
Asset Management	Grooming of the asset library allows the operator to comply with time-limited copyrights, remove inactive assets, and double-archive assets for backup purposes. As the use of search tools is introduced, the operator will become responsible for managing the searchable information associated with stored assets as well.
Scheduling	The operator maintains the asset playback schedule via an automation system scheduler and then monitors playback of the assets. The web-enabled playback scheduler allows teachers to request programming dynamically.
Maintenance	The operator monitors the condition of the system (disk space, system resource usage, network traffic, etc.) and performs corrective actions. The system is expected to require little day-to-day maintenance.

Over time, the system's operations personnel will become more like librarians and editors, and less like master-control operators, since the bulk of their work will become focused on asset acquisition, editing, and management. Of the above categories, it is ex-

pected that the operator will be performing asset acquisition and management most of the time since they will be the most time-intensive activities.

5.2 Methods

The Archdiocese plans to encourage the integration of technology and the adoption of new methods. The Archdiocese will specifically support new methods in two ways:

1. The Archdiocese will encourage continuing growth in computer and other technology competencies by organizing and sponsoring whole Archdiocese technology in-service days, technology video-conferences, and by arranging demonstrations and training sessions by vendors.

2. The Archdiocese will organize and give direction to a technology coordinators' committee and expect attendance at meetings by a representative of each school.

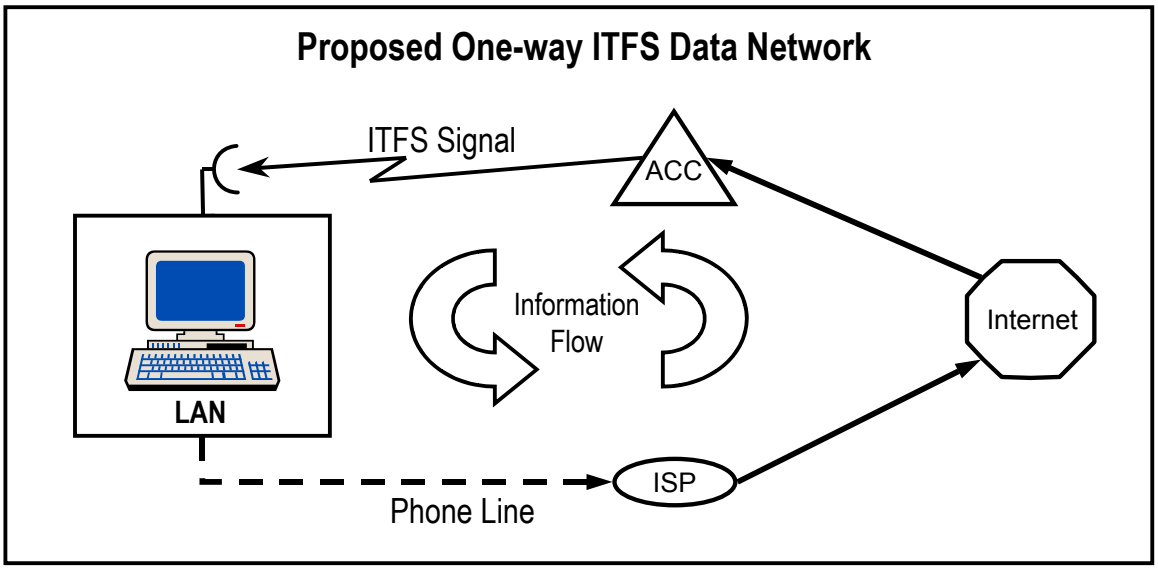
5.3 Connections

The Archdiocese plans to enhance connections within the Archdiocese. The Archdiocese has requested that Pacific Bell provide it with a DS-3 connection to the Internet. The Archdiocese plans for Archdiocesan schools to utilize this Internet connection via the ITFS system.

Modifications to the existing ITFS system will be required to allow for this Internet connection to be accessed by schools. The current ITFS system can be configured to allow for one-way, "downstream" delivery of data to schools with a return path coming via an ISP. In the near future, it may also be possible to configure the ITFS system to provide high bandwidth, two-way data connections. Both of these scenarios are described below.

5.3.1 One-way ITFS Data Network

The Archdiocese primarily uses ITFS to deliver video content to its schools[1]. In 1997, the FCC changed its rules to allow ITFS licensees to begin broadcasting data. Using a one-way ITFS data configuration, schools can receive web pages, e-mail, and other Internet content at speeds much higher than normal phone lines. Under this system, schools still utilize a separate Internet service provider to *send* information across the Internet; however, information *received* by school comes via the ITFS system. Taking advantage of this would greatly increase the speed at which school computers could access the Internet or other information sources. The following diagram illustrates the process.



[1] The high schools receive video content through Channel One, a cable television educational service. In order to take advantage of the one-way ITFS data network, the high schools would need to install or reactivate on-premise ITFS equipment.

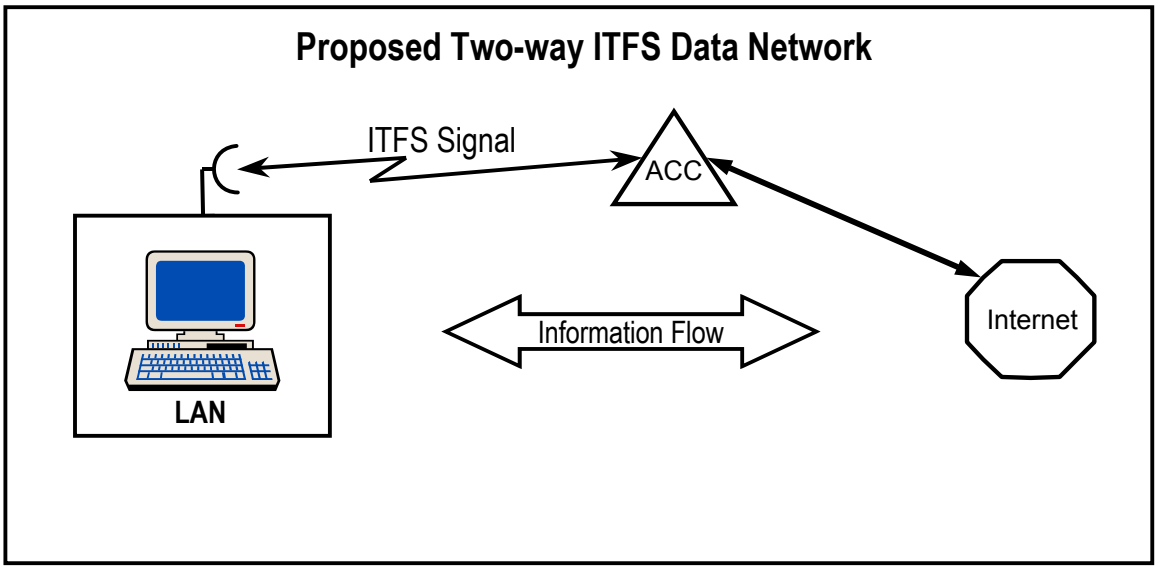
5.3.2 Two-way ITFS Data Network

The existing ITFS system has a very limited return channel for "upstream" communications. This limits the ability of ITFS systems to receive data from school sites. However, the FCC is currently considering new ITFS rules which would allow for expanded bidirectional capability. If the FCC approves these rules, the Archdiocese will be able to use some of its allotted ITFS channels for return signals. This will enable the creation of a wide-area network employing ATM signals traveling via ITFS channels. The wide-area network would function as follows:

1) The servers in most schools will use the bidirectional ITFS to connect directly to the server at the ACC. Microwave transmitters at each ITFS transmitter site will provide a DS-3 backbone through the Archdiocese.

2) The servers in some schools will continue to connect to ISPs directly. Communication between servers at these schools and the server at the ACC would take place over the Internet.

The following diagram illustrates the proposed two-way network.



6 Individual School Guidelines

As mentioned previously, this plan is the higher level of a two-tiered blueprint for the Archdiocese. Depending upon the factors described in Section 7, each individual school in the Archdiocese may or may not have its own technology plan. However, all schools should attempt to comply with the guidelines set forth in this section for technology tools, methods, and connections. By relying on a basic set of guidelines, Catholic schools in the Archdiocese will have greater freedom to share information and resources.

Compatibility provides a common denominator for the integration and operation of diverse elements of a system. Compatibility guidelines for technology integration insure that schools can interact effectively (1) within themselves (e.g. classroom-to-classroom), (2) with other schools, (3) with the Archdiocesan Catholic Center, and (4) with the Internet. Technical information about the proposed Archdiocesan video and data network is presented in Section 5 of this report.

This section discusses guidelines for schools to use in implementing technologies. Specifically, this section addresses the plan's three strategic elements: technology tools, methods, and connections.

6.1 Technology Tools

The Archdiocese has developed compatibility guidelines for technology tools such as network protocols, new computers, hardware for interaction with the Archdiocesan network, file servers, network hardware, and communication links. These guidelines are designed to facilitate the sharing of resources via the proposed Archdiocesan network. The table on the following page summarizes these guidelines.

Basic Technology Compatibility Guidelines for Archdiocesan Schools

	Preferred	Minimum
Network Protocols and Speed	• The network protocol shall be TCP/IP. • Each computer shall connect to the network with a 10/100 Mbps NIC.	• Each computer shall connect to the network with a 10 Mbps NIC.
New Computers		
Base	• Current generation processor (i.e., Intel Pentium II or Macintosh PowerPC G3) • 32 MB of RAM • 3 GB Hard Disk Drive • PCI Bus • 3.5 Inch Floppy Disk Drive • Keyboard and Mouse • 3 Year Warranty	• Previous generation processor (i.e., Intel Pentium or Macintosh PowerPC 604) • 16 MB of RAM • 1 GB Hard Disk Drive • PCI Bus • 3.5 Inch Floppy Disk Drive • Keyboard and Mouse • 1 Year Warranty
Peripherals	• SVGA Video Card • CD-ROM • 15 Inch Color SVGA Monitor (0.28 mm dp) • 32-bit PCI NIC 10 or 100 Mbps • Speakers, Sound Card and Microphone	• VGA Video Card • 14 Inch Color VGA Monitor • 32-bit PCI NIC 10 or 100 Mbps
Operating System	• MS Windows 95, Windows NT Workstation, or Mac OS 8.1	• MS Windows 95, Windows NT Workstation, or Mac OS 8.1
Software	• MS Office Professional 97 • Anti-Virus software • Other application software as necessary • Current version of Internet Explorer or Netscape Navigator	• Application software as necessary • Current version of Internet Explorer or Netscape Navigator
Hardware for Interaction with Archdiocesan Network	• Preferred "New Computer Configuration" • Dedicated connection to either: 1 Internet service provider 2 Archdiocese file server	• Minimum "New Computer Configuration" • Dial-up Internet connection • Phone line access and a modem • Web browser software • MS Exchange Client or Outlook software
File Server	As needed to match requirements, typically:	No file server
Hardware	• Pentium II Processor or PowerPC G3 • 64 MB of RAM • 8 GB Hard Disk Drive • PCI Bus • 3.5 Inch Floppy Disk Drive • Redundant components as necessary • Backup device	
Operating System	• Microsoft Windows NT Server, UNIX, or AppleShare IP 5.0	
Software	• Microsoft BackOffice Server or alternate product with similar functionality: I. E-mail or Groupware server II. Proxy server III. Database server IV. Systems management server • Dr. Solomon's Anti-Virus	
Network Hardware	• Router or CSU/DSU Matching the Server's Connection Type • 100 Mbps Hubs or can upgrade to 100 Mbps	• 10 Mbps Hubs

A general guideline for all technology tools decisions is this: before purchasing hardware, software, or support services, first resolve all planning, connectivity, software, maintenance, support, service, staffing/responsibility, and other related issues.

6.1.1 Network Protocols and Speed

Each school will have a LAN connecting all computers in the school, both servers and workstations. The network will run at a speed of either 10 or 100 megabits per second (Mbps) over category-five (CAT-5) wiring. The preferred network speed is 100 Mbps.

6.1.2 New Computer Configuration

New computers should be based on current Intel (e.g. Pentium II) or Apple (PowerPC G3) microprocessor platforms. At a minimum, new computer purchases should be limited to previous generation microprocessor platforms (e.g. Pentium and PowerPC 604.)

All new computers should have a PCI bus, a 3.5 inch floppy disk, keyboard and mouse. The preferred computer configuration includes a 3 gigabit hard drive, 32 megabits of RAM, and a three-year warranty. At a minimum, a new computer should have a 1 gigabit hard drive, 16 megabits of RAM, and a one-year warranty.

Operating systems for new computers are based upon the processor platform selected. In all cases, the most current version of an operating system should be installed on new computers.

Software for new computers will vary depending the use of the computer and the budget for software. MS Office Professional 97 is the current preferred software suite for sharing information between schools. The most current version of Microsoft Internet Explorer or Netscape Navigator should be installed and all machines so that HTML documents can be accessed and shared by all computers.

6.1.3 Hardware for Interaction with Archdiocesan Network

Where economics permits it, dedicated connections are preferred to "dial-up" connections. These dedicated connections may be to either an ISP, or via the proposed ITFS data network (one-way or two-way.)

6.1.4 File Server Configuration

Generally speaking, file servers are required when multiple computers need to communicate and/or share resources. File servers should be based on the Windows NT, UNIX, or AppleShare IP 5.0 operating system. The most basic computer networks do not require a file server.

6.1.5 Network Hardware

Consistent with the guidelines for network protocols and speed, all network hardware such as hubs and routers should at a minimum support 10 Mbps networking. 100 Mbps networking is preferred.

6.1.6 Communication Links

Dedicated communication links are favorable over "dial-up" connections. See Section 6.1.3.

6.2 Methods

Methods involve the application of technology to curriculum and administration. Technology integration occurs when school faculty and staff are equipped to properly utilize technology applications.

As outlined in Section 4.4, it is recommended that schools follow these professional development guidelines:

- Administrators offer training and in-service incentives.
- Administrators provide time for presentations on computer and technology topics of general interest and need. These presentations will include creative uses of proven software and hardware, as well as information about new products.
- Administrators provide on-site training by professionals as needed to promote computer and technology competency. This training may include contracting with consultants/experts, acquiring training videotapes, arranging for vendor presentations, or having guest speakers from other schools.
- Educators seek personal growth in computer and technology competency by participating in classes and workshops offered by local universities and governmental organizations, museums, computer stores, and vendors, and by attending professional conferences.

6.3 Connections

Ideally, every classroom will have a connection to other classrooms, a connection to the Internet, e-mail service, telephone service, and facsimile service. This connection will enable students and teachers to conduct and share research.

7 Criteria for Individual School Technology Plans

It is important for every Catholic school in the Archdiocese to evaluate its current use of technology and consider methods for deploying and integrating new technologies into its classrooms. While every school should have a technology plan, a school is not required to submit a technology plan to the Archdiocese unless it is required to do so in order to receive funding support, such as Universal Service Funding support (the "E-rate.") This section presents guidelines for determining whether a school must submit a technology plan to the Archdiocese and the criteria by which Archdiocesan-approved plans will be evaluated.

7.1 Technology Plan Submission Guidelines

There is a three-tiered technology plan submission requirement.

1) Schools who only wish to apply for basic E-rate telephony support are not required to submit any plan to the Archdiocese.

2) Schools who wish to apply for E-rate support for the purchase, installation, and/or maintenance of items listed in the individual school technology guidelines may submit a "Basic Technology Plan" by completing the form in Appendix B.

3) Schools who wish to apply for E-rate support for the purchase, installation, and/or maintenance of items NOT listed in the individual school technology guidelines may submit a "Supplemental Technology Plan."

7.2 Multi-Level Technology Plan Criteria

Technology plans for individual schools within the Archdiocese will describe some or all of the following: specific professional development activities of teachers and administrators, the existing infrastructure within each school, the ways each school will use its technologies, and various evaluation processes for monitoring progress toward specified goals.

As mentioned in the technology plan submission guidelines, there are two types of plans than may be submitted to the Archdiocese for approval: Basic Technology Plans and Supplemental Technology Plans. Both types of plans should be interwoven with this global plan.

7.2.1 Basic Technology Plan

The basic technology plan is a short description of work to be completed at a school in conjunction with the technology guidelines for individual schools presented in this report. The Basic Technology Plan must include:

- A description of the work to be done.
- A checklist of the items to be purchased and/or installed.
- A description of the staff development to be conducted.
- A proposed budget, including all one-time and recurring charges associated with the project.

Accurately and completely filling out the "Basic Technology Plan Submission Form" in Appendix B will satisfy a school's requirement for this type of plan.

7.2.2 Supplemental Technology Plan

The Supplemental Technology Plan is a more detailed plan than the Basic Technology plan. It is required when a school plans to implement technology in a manner not addressed by this plan. The Supplemental Technology Plan must address the following criteria:

- The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education services.
- The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education services.

- The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

- The plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy.

- The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

- The plan should cover a period of three years.

APPENDIX A – Budget for Digital Multimedia Server System (DMSS)

Digital Multimedia Server System Estimated Budget

	Note	Estimated Total Price*	Estimated Percent E-rate Eligible	Estimated E-rate Eligible Amount	Estimated E-rate Ineligible Amount
File Server System					
1. File server computers and related support electronics		$348,800.00	100%	$348,800.00	$0.00
2. Short term hard-drive storage electronics	(a)	$178,945.00	100%	$178,945.00	$0.00
3. Long term data storage electronics	(b)	$72,205.00	0%	$0.00	$72,205.00
4. MPEG-2 data signal encoder electronics	(c)	$102,550.00	0%	$0.00	$102,550.00
5. MPEG-2 data signal decoder electronics	(c)	$98,150.00	0%	$0.00	$98,150.00
6. Fiber channel switches	(d)	$44,635.00	75%	$33,476.25	$11,158.75
7. Fiber channel hub electronics	(d)	$55,170.00	75%	$41,377.50	$13,792.50
8. TCP/IP data control electronics		$29,482.50	100%	$29,482.50	$0.00
9. Processing and control software		$225,622.50	100%	$225,622.50	$0.00
10. Installation labor	(e)	$125,725.00	74%	$93,318.22	$32,406.78
Sub-total		$1,281,285.00		$951,021.97	$330,263.03
Data Router					
1. Computers and related support electronics		$162,766.80	100%	$162,766.80	$0.00
2. Short term hard-drive storage electronics		$57,879.00	100%	$57,879.00	$0.00
3. Fiber channel switches		$45,342.00	100%	$45,342.00	$0.00
4. Fiber channel hub electronics		$52,389.00	100%	$52,389.00	$0.00
5. TCP/IP data digital cross connect electronics		$41,712.30	100%	$41,712.30	$0.00
6. Processing and control software		$16,443.00	100%	$16,443.00	$0.00
7. Installation labor		$125,510.40	100%	$125,510.40	$0.00
Sub-total		$502,042.50		$502,042.50	$0.00
Internal Wiring					
1. Wiring and related support electronics	(f)	$88,160.00	0%	$0.00	$88,160.00
2. Channel banks and data digital cross connect electronics	(f)	$18,310.00	0%	$0.00	$18,310.00
3. Installation labor	(f)	$57,330.00	0%	$0.00	$57,330.00
Sub-total		$163,800.00		$0.00	$163,800.00
Grand Total		**$1,947,127.50**		**$1,453,064.47**	**$494,063.03**

*** ESTIMATED PRICE. FINAL COST MAY VARY**

(a) Short-term storage performs a network caching function; **100% eligible**

(b) Long-term storage performs an off-line content storage function; **0% eligible**

(c) Video encoders/decoders are not eligible for support; **0% eligible**

(d) Fiber/fiber channel equipment is used for high-speed data transmission; but, only the fiber associated with eligible equipment (e.g. file servers, switches, short-term storage) is eligible. Approximately 75% of the fiber/fiber channel equipment in the file server system is associated with eligible elements of the system; **75% Eligible**

(e) The total e-rate eligible installation cost for each element is reduced proportionately by the overall eligiblity the element.

(f) Internal wiring is provided to training rooms at the main administration building. This is not eligible; **0% Eligible**

APPENDIX B – Basic Technology Plan Submission Form

Basic Technology Plan Submission Form

School Information

Please provide the basic information for your school.

School Name: Date:
Street Address:
City:
Zip Code:

Contact Information

Please provide information on who should be contacted if there are questions concerning this plan.

Contact Name:
Title:
Street Address:
City:
Zip Code:
Phone Number:
Fax Number:
E-mail Address:

Basic Technology Plan Submission Form

Goals

Indicate when and if you intend to meet the following Archdiocesan goals. Please check all years and goals that are applicable.

Year 1	Year 2	Year 3	Goal
			Maximize student learning.
			Address various student learning styles by using technology.
			Prepare students to function in today's high-tech society.
			Prepare staff for the use of technology.
			Use technology to simplify classroom management.
			Use technology to reduce the administrative burden placed on teachers.
			Use technology to maximize the use of limited resources by 1) sharing information resources across instructional and administrative functions throughout the Archdiocese; 2) and taking advantage of economies of scale whenever possible.
			OTHER: *(please describe)*

Professional Development

Indicate when and if you intend to utilize following Archdiocesan professional development guidelines. Please check all years and guidelines that are applicable.

Year 1	Year 2	Year 3	Professional Development Techniques
			Administrators offer training and in-service incentives.
			Administrators provide time for presentations on computer and technology topics of general interest and need. These presentations will include creative uses of proven software and hardware, as well as information about new products.
			Administrators provide on-site training by professionals as needed to promote computer and technology competency. This training may include contracting with consultants/experts, acquiring training videotapes, arranging for vendor presentations, or having guest speakers from other schools.
			Educators seek personal growth in computer and technology competency by participating in classes and workshops offered by local universities and governmental organizations, museums, computer stores, and vendors, and by attending professional conferences.
			OTHER: *(please describe)*

Basic Technology Plan Submission Form

Methods

Indicate when and if you intend to utilize the following methods. Please check all years and methods that are applicable.

Year 1	Year 2	Year 3	**Instructional Methods**
			Computer assisted instruction
			Online resources such as the Internet
			Various technologies to address different learning styles
			Presentation hardware and software to enhance classroom instruction
			OTHER: *(please describe)*
			OTHER: *(please describe)*

Year 1	Year 2	Year 3	**Administrative Methods**
			Classroom management software
			Grading and reporting programs
			OTHER: *(please describe)*
			OTHER: *(please describe)*

Basic Technology Plan Submission Form

School Name: **Date:**

Planning Budget

Please provide a list of the items you desire to purchase and the estimated cost to purchase each item. Attach additional pages if necessary. Major changes to this budget should be submitted to the Department of Catholic Schools.

	Description	Annual Cost				Funding Amount by Source				
		Year 1	Year 2	Year 3	Total Cost	E-rate	Grants	Gov't Program	Operating Budget	Other
Computer	Hardware									
	Software									
	Peripherals									
Network	File Servers									
	Hubs, Routers, & Switched									
	Installation & Wiring									
	Software									
Connections	Data Links (e.g. ISDN, T1)									
	Internet Access									
	Telephone Service									
Other	Physical Plant (electrical, asbestos, etc.)									
	Professional Development									
	Grand Total									

Basic Technology Plan Submission Form

School Name: **Date:**

Certification

This plan has been developed in conjunction with the guidelines set forth by the Strategic Technology Integration Plan of the Archdiocese of Los Angeles Education and Welfare Corporation.

The undersigned hereby certifies that all information provided in this form is true, complete and correct to the best of his or her knowledge and belief, and is made in good faith.

Name (Printed): _____

Title: _____

Signature: _____

Date: _____

Do Not Mark Here. For Use By The Department of Catholic Schools

---

Date Received: _____

Date Reviewed: _____

Approved: Yes or No

If no, why not:

Exhibit 6 — HNJS USAC 1-3-11

USAC
Universal Service Administrative Company

Schools & Libraries Division

Demand Payment Letter
Funding Year 2005: July 1, 2005 - June 30, 2006

January 3, 2011

Marva Belisle
HOLY NAME OF JESUS SCHOOL
1955 W JEFFERSON BLVD
LOS ANGELES, CA 90018 3413

Re:		
	Form 471 Application Number:	473686
	Funding Year:	2005
	Applicant's Form Identifier:	hnoj
	Billed Entity Number:	100492
	FCC Registration Number:	0013452602
	SPIN:	143007836
	Service Provider Name:	California Micro Systems
	Service Provider Contact Person:	Ken Munro
	Payment Due By:	02/02/2011

You were recently sent a Notification of Improperly Disbursed Funds Letter informing you of the need to recover funds from you for the Funding Request Number(s) (FRNs) listed on the Funding Disbursement Recovery Report (Report) of that letter. A copy of that Report is also attached to this letter.

The balance of this debt is due within 30 days from the date of this letter. Failure to pay the debt within 30 days from the date of this letter could result in interest, late payment fees, administrative charges, and implementation of the "Red Light Rule." The FCC's Red Light Rule requires USAC to dismiss pending FCC Form 471 applications if the entity responsible for paying the outstanding debt has not paid the debt, or otherwise made satisfactory arrangements to pay the debt within 30 days of the notice provided by USAC. For more information on the Red Light Rule, please see "Information Notice to All Universal Service Fund Contributors, Beneficiaries, and Services Providers" posted on the FCC website at http://www.fcc.gov/debt_collection/faq.html.

If the Universal Service Administrative Company (USAC) has determined that both the applicant and the service provider are responsible for a Program rule violation, then, pursuant to the Order on Reconsideration and Fourth Report and Order (FCC 04-181), the USAC will seek recovery of the improperly disbursed amount from BOTH parties and will continue to seek recovery until either or both parties have fully paid the debt. If USAC has determined that both the applicant and the service provider are responsible for a Program rule violation, this was indicated in the Disbursed Funds Recovery Explanation on the Funding Disbursement Recovery Report.

If USAC is attempting to collect all or part of the debt from both the applicant and the service provider, then you should work with your service provider to determine who will be repaying the debt to avoid duplicate payment.

Please note, however, that the debt is the responsibility of both the applicant and service provider. Therefore, you are responsible for ensuring that the debt is paid in a timely manner.

Please remit payment for the full "Funds to be Recovered from Applicant" amount shown in the Report. To ensure that your payment is properly credited, please include a copy of the Report with your check. Make your check payable to the Universal Service Administrative Company (USAC).

If sending payment by U. S. Postal Service or major courier service (e.g. Airborne, Federal Express, and UPS) please send check payments to:

Bank of America
c/o Universal Service Administrative Company (105056)
1075 Loop Road
Atlanta, GA 30337
Phone 404-209-6377

If you are located in the Atlanta area and use a local messenger rather than a major courier service, please address and deliver the package to:

Universal Service Administrative Company
P.O. Box 105056
Atlanta, GA 30343-5056
Phone 404-209-6377

Local messenger service should deliver to the lockbox Receiving Window at the above address.

Payment is due within 30 days from the date of this letter.

Complete Program information is posted to the SLD section of the USAC website at www.usac.org/sl/. You may also contact the SLD Client Service Bureau by email using the "Submit a Question" link on the SLD website, by fax at 1-888-276-8736 or by phone at 1-888-203-8100.

Universal Service Administrative Company
Schools and Libraries Division

cc: *Ken Munro*
California Micro Systems

Funding Disbursement Recovery Report
Form 471 Application Number: 473686

Funding Request Number:	1349400
Services Ordered:	INTERNAL CONNECTIONS
SPIN:	143007836
Service Provider Name:	California Micro Systems
Contract Number:	
Billing Account Number:	
Site Identifier:	100492
Funding Commitment:	$16,868.96
Funds Disbursed to Date:	$16,868.96
Funds to be Recovered from Applicant:	$16,868.96

Disbursed Funds Recovery Explanation:

After a thorough investigation, it has been determined that funds were improperly disbursed on this funding request. During the course of review, it was determined that the technology plan for this entity, covering the relevant funding year, was not approved at the time of submission of the Form 486. Program rules require applicants to obtain approval of technology plans by parties qualified to approve technology plans, prior to submitting the Form 486, for services other than basic telecommunications service. Since this is not a request for basic telecommunications service, the technology plan for the relevant funding year needed to be approved prior to submitting the Form 486 or the start of services, whichever was earlier. Since this requirement was not met USAC will seek recovery of improperly disbursed funds of $16,868.96 from the applicant.

PLEASE SEND A COPY OF THIS PAGE WITH YOUR CHECK TO ENSURE TIMELY PROCESSING

Exhibit 7 — 1-13-11 email

From: General Counsel RC [mailto:generalcounselrc@la-archdiocese.org]
Sent: Thursday, January 13, 2011 9:14 PM
To: Peterson, Clara
Cc: Celoni, James R.; Holy Name of Jesus Elementary School (Los Angeles)
Subject: FW: Holy Name of Jesus School

Dear Ms. Peterson:

On January 3, 2011, this office received from California Micro Systems, the service provider for Holy Name of Jesus School, a Demand Payment Letter for funding year 2005-06. This was the first communication either this office or the school received on the subject since I submitted to you by email and fax on July 22, 2009, the school's response (see attached) to your inquiry concerning its technology plan. Needless to say, the school is surprised by and disappointed in the determination that it must reimburse to USAC the entire amount of funding disbursed. Is there still a possibility of discussing this issue with you? We would like to know, for example, what other investigation was conducted aside from receiving my explanation almost one and a half years ago, and would like to know if either the amount due can be adjusted or whether a gradual payment plan is possible. Holy Name of Jesus School is, as I indicated in my July 2009 submission, one of the poor schools in the inner city which cannot readily make a payment of almost $17,000.00.

I am usually at the Archdiocese on Tuesdays and Thursdays (except next Tuesday) and can be reached either by email or on my direct line at 213-637-7530. Thank you for your attention to this matter.

Rosa Cumare

Exhibit 8 — USAC email Response

From: Peterson, Clara [mailto:CPETERS@sl.universalservice.org]
Sent: Friday, January 14, 2011 8:56 AM
To: General Counsel RC
Cc: Celoni, James R.; Holy Name of Jesus Elementary School (Los Angeles)
Good Morning.

While I am not sure what causes the delay in processing this funding request, I don't believe there were other investigations conducted aside from receiving your explanation almost one and a half years ago. Thank you for providing us copies of the technology plan, for which we included as part of our review. However, there was no support documentation indicating that the technology plan has ever been approved by a USAC-certified tech plan approver, which is a requirement for Applicants who seek discounts on telecommunication services other than basic telephone service, Internet access, internal connections, or basic maintenance of internal connections.

For Technology plan approval process:

The FCC has stipulated that requests for discounts must be based on an approved technology plan. To ensure that schools and libraries are prepared to effectively use the requested services, applicants must certify that their requests are based on approved technology plans that include provisions for integrating telecommunication services and Internet access into their educational programs or library services. To ensure that technology plans are based on the reasonable needs and resources of the applicant, and that they are compatible with the goals of the Schools and Libraries Program, the FCC requires independent approval of an applicant's technology plan (FCC Order 97-157). Applicants can locate a technology plan approver by using the Technology Plan Approver Locator.

For more information, please visit http://www.usac.org/sl/applicants/step02/technology-planning/default.aspx

For Information on payment plans:

If you, as a contributor, owe a debt to the Universal Service Fund, you have an opportunity to request a written installment payment agreement (including a promissory note) to pay the full amount of the debt. In order to request an installment payment agreement, among other things, you must first provide evidence that demonstrates financial inability to pay the debt in one payment. Your claim of financial inability to pay in one payment is subject to verification (see 31 CFR § 901.8) and if your request is approved for further processing, you will be required to execute a written agreement suitable to the Federal Communications Commission. You should be aware that installment payment agreements regularly impose a number of obligations on the debtor including additional administrative charges, audit obligations, and security requirements.

For more information, please visit http://www.usac.org/fund-administration/contributors/paying-your-invoice/payment-plans.aspx

For Appeals procedure:

USAC recognizes that some Schools and Libraries Program (Program) participants will disagree with its decisions regarding Schools and Libraries funding commitments and disbursements. As in the case with any administrative decision made by USAC, affected parties to decisions made by USAC on billing, collection, or disbursement matters can seek an appeal of those decisions from USAC or directly with the Federal Communications Commission (FCC). Any appeal must be **filed within 60 days** of the issuance of the decision from USAC and must be **postmarked** within 60 days of that date. Pursuant to FCC rules, failure to meet this requirement will result in automatic dismissal of the appeal. See Sections 54.719 to 54.725 of the FCC's rules for the details associated with filing an appeal.

For more information, please visit http://www.usac.org/sl/about/appeals/default.aspx

Thank you for your inquiry regarding this matter.

Clara Peterson

Exhibit 9 — HNJS USAC 2-3-11 letter

USAC
Universal Service Administrative Company

Schools & Librar

Demand Payment Letter
SECOND REQUEST

(Funding Year 2005: July 1, 2005 - June 30, 2006)

February 3, 2011

Marva Belisle
HOLY NAME OF JESUS SCHOOL
1955 W JEFFERSON BLVD
LOS ANGELES, CA 90018 3413

- PAST DUE NOTICE -
THIS NOTICE PROVIDES IMPORTANT INFORMATION ABOUT YOUR ACCOUNT AND YOUR RIGHTS AND OBLIGATIONS UNDER LAW

Re: Form 471 Application Number:	**473686**
Funding Year:	**2005**
Applicant's Form Identifier:	**hnoj**
Billed Entity Number:	**100492**
FCC Registration Number:	**0013452602**
SPIN:	**143007836**
Service Provider Name:	**California Micro Systems**
Service Provider Contact Person:	**Ken Munro**
Payment Due By:	**2/3/2011**

You were recently sent a Demand Payment Letter informing you of the need to recover for the Funding Request Number(s) (FRNs) listed on the Funding Disbursement Recover Report (Report) attached to this letter. Our records indicate that you have not re to the Demand Payment Letter.
As of 02/03/2011, the debt is past due and delinquent.

THE FOLLOWING PROVISIONS CONTAIN IMPORTANT INFORMATION AND A DESCRIPTION OF LEGA OBLIGATIONS, AND OPPORTUNITIES

1. Debtor is cautioned that failure to make the demanded payment or make other satisfactory arrangements will result in further sanctions, including, but not limi the initiation of proceedings to recover the outstanding debt, together with any applicable administrative charges, penalties, and interest pursuant to the provisio the Debt Collection Act of 1982 (Public Law 97-365) and the Debt Collection Improve Act of 1996 (Public Law 104-134), as amended (the DCIA), as set forth below.

2. If we do not receive full payment of the outstanding debt within 30 days of the of this Letter (Demand Date), pursuant to the DCIA, you may incur additional charge costs, and the debt may be transferred to the Federal Communications Commission (Commission or FCC) and/or the United States Department of Treasury (Treasury) for collection. The FCC has determined that the funds are owed to the United States pu to the provisions of 31 U.S.C. § 3701 and 47 U.S.C. § 254. Because the unpaid amoun debt owed to the United States, we are required by the DCIA to impose interest and inform you what may happen if you do not pay the full outstanding debt. Under the the United States will charge interest from the date of this notice, you will be

required to pay the administrative costs of processing and handling a delinquent debt as set by the Treasury (currently 18% of the debt), and you will be charged an additional penalty of 6% a year for any part of the debt that is more than 90 days past due. Interest on the outstanding debt (DCIA Interest) will be assessed at the published investment rate for the Treasury tax and loan accounts (Treasury Current Value of Funds Rate). If, however, you pay the full amount of the outstanding debt within 30 days of the Demand Date, the DCIA Interest will be waived. These requirements are set out at 31 U.S.C. § 3717.

3. When we transfer the debt (to the Commission or later to the Treasury), you may be subject to other administrative proceedings. Your failure to pay the debt may be reported to credit bureaus (see 31 U.S.C. § 3711(e)), the debt will be considered for administrative offset (see 31 U.S.C. § 3716), the debt may be further transferred to collection agencies (see 31 U.S.C. §§ 3711 & 3718), and also the debt may be referred to the United States Department of Justice or agency counsel for litigation. In that situation, you may be subject to additional administrative costs that result from the litigation. Moreover, pursuant to 31 U.S.C. §3720 (B), a person owing an outstanding non-tax debt that is in delinquent status shall not be eligible for Federal financial assistance. You should be aware that the discharge of any portion of the debt may be reported to the Internal Revenue Service as potential taxable income.

Opportunity of Inspection and Review

4. You have an opportunity to inspect and copy the invoices and the records pertinent to the debt. The Notification of Improperly Disbursed Funds Recovery Letter constituted notice of your opportunity to appeal the validity of the debt.

Opportunity to Request Repayment Agreement

5. You have an opportunity to request a written repayment agreement (which includes a Promissory Note) to pay the full amount of the debt. In that case, however, you must first provide evidence that demonstrates financial inability to pay the debt in one payment. Your claim of financial inability to pay in one payment is subject to verification (see 31 C.F.R. § 901.8). If your request is approved for further processing, you will be required to execute a written agreement suitable to the Commission. You should be aware that repayment agreements regularly impose a number of obligations on the debtor, including additional administrative charges, audit obligations, and surety bond requirements. For more information on the obligations associated with repayment agreements, see "USAC Repayment Request Procedure" http://www.usac.org/fund-administration/contributors/paying-your-invoice/payment-extension-plans.aspx.
If you desire to exercise any of the above described rights, you must do so in writing which must be delivered to and received at the address below within 30 (thirty) days of the Demand Date. Any required evidence must be submitted at the same time that you submit your request. Failure to provide the written request (and, as appropriate, the required evidence) within the stated time is a waiver of these opportunities.

You may notify us in writing by mail or facsimile transmission at the following address and telephone number:

Schools and Libraries Division - Program Compliance II,
Dept. 125 - Correspondence Unit,
100 South Jefferson Road,
Whippany, NJ 07981
Phone Number: 973-581-5395
Fax Number: 973-599-6582

If USAC has determined that both the applicant and the service provider are responsible for a program rule violation, then, pursuant to the Order on Reconsideration and Fourth Report and Order (FCC 04-181) (Fourth Report and Order), USAC will seek recovery of the improperly disbursed amount from BOTH parties and will continue to seek recovery until either or both parties have fully paid the debt. If USAC has determined that both the applicant and the service provider are responsible for a program rule violation, this was indicated in the Disbursed Funds Recovery Explanation on the Funding Disbursement Recovery Report.

If USAC is attempting to collect all or part of the debt from both the applicant and the service provider, then you should work with your service provider to determine who will be repaying the debt to avoid duplicate payment. Please note, however, that the debt is the responsibility of both the applicant and service provider. Therefore, you are responsible for ensuring that the debt is paid in a timely manner.

Please remit payment for the full Funds to be Recovered from Applicant amount shown in the Report. To ensure that your payment is properly credited, please include a copy of the Report with your check. Make your check payable to the Universal Service Administrative Company (USAC).

If sending payment by U. S. Postal Service or major courier service (e.g. Airborne, Federal Express, and UPS) please send check payments to:

Bank of America
c/o Universal Service Administrative Company (105056)
1075 Loop Road
Atlanta, GA 30337
Phone 404-209-6377

If you are located in the Atlanta area and use a local messenger rather than a major courier service, please address and deliver the package to:

Universal Service Administrative Company
P.O. Box 105056
Atlanta, GA 30348-5056
Phone 404-209-6377

Local messenger service should deliver to the Lockbox Receiving Window at the above address.

PAYMENT MUST BE RETURNED IMMEDIATELY.

Complete program information is posted to the SLD section of the USAC web site at www.usac.org/sl/. You may also contact the SLD Technical Client Service Bureau by e-mail using the "Submit a Question" link on the SLD web site, by fax at 1-888-276-8736 or by phone at 1-888-203-8100.

Universal Service Administrative Company
Schools and Libraries Division

cc: *Ken Munro*
California Micro Systems

Funding Disbursement Recovery Rep
for Form 471 Application Number: 4

Funding Request Number:	1349400
Services Ordered:	INTERNAL CONNECTION
SPIN:	143007836
Service Provider Name:	California Micro Sy
Contract Number:	
Billing Account Number:	
Site Identifier:	100492
Funding Commitment:	$16,868.96
Funds Disbursed to Date:	$16,868.96
Funds to be Recovered from Applicant: [1]	$16,868.96

Disbursed Funds Recovery Explanation:

After a thorough investigation, it has been determined that fu disbursed on this funding request. During the course of revie the technology plan for this entity, covering the relevant fun approved at the time of submission of the Form 486. Program r to obtain approval of technology plans by parties qualified to plans, prior to submitting the Form 486, for services other th telecommunications service. Since this is not a request for b service, the technology plan for the relevant funding year nee to submitting the Form 486 or the start of services, whichever requirement was not met USAC will seek recovery of improperly $16,868.96 from the applicant.

PLEASE SEND A COPY OF THIS PAGE WIT
CHECK TO ENSURE TIMELY PROCESSING

[1] Please note that if the Funds to be Recovered from the Applic reported on the Notification of Improperly Disbursed Funds Re Demand Payment Letter, it's because you have partially repaid service provider has partially repaid the debt.

Exhibit 10 — Form 470

sheets if necessary.

Entity	Entity Number
HOLY NAME OF JESUS SCHOOL	100492

18. Ineligible Participating Entities
Does your application also seek bids on services to entities that are not eligible for the Universal Service Program? If so, list those entities here (attach pages if needed):

Ineligible Participating Entity	Area Code	Prefix

Block 5: Certification and Signature

19. The applicant includes:(Check one or both)
a. ☑ schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. Secs. 7801(18) and (38), that do not operate as for-profit businesses, and do not have endowments exceeding $50 million; and/or
b. ☐ libraries or library consortia eligible for assistance from a State library administrative agency under the Library Services and Technology Act of 1996 that do not operate as for-profit businesses and whose budgets are completely separate from any school (including, but not limited to elementary and secondary schools, colleges and universities).

20. All of the individual schools, libraries, and library consortia receiving services under this application are covered by:
a. ☐ individual technology plans for using the services requested in the application, and/or
b. ☑ higher-level technology plans for using the services requested in the application, or
c. ☐ no technology plan needed; application requests basic local and/or long distance telephone service only.

21. Status of technology plans (if representing multiple entities with mixed technology plan status, check both a and b):
a. ☑ technology plan(s) has/have been approved by a state or other authorized body.
b. ☐ technology plan(s) will be approved by a state or other authorized body.
c. ☐ no technology plan needed; application requests basic local and long distance telephone service only. .

22. ☑ I certify that the services the applicant purchases at discounts provided by 47 U.S.C. Sec. 254 will be used solely for educational purposes and will not be sold, resold, or transferred in consideration for money or any other thing of value.

23. ☑ I recognize that support under this support mechanism is conditional upon the school(s) or library(ies) I represent securing access to all of the resources, including computers, training, software, maintenance, and electrical connections necessary to use the services purchased effectively.

24. ☑ I certify that I am authorized to submit this request on behalf of the above-named entities, that I have examined this request, and to the best of my knowledge, information, and belief, all statements of fact contained herein are true.

25. Signature of authorized person: ☑

26. Date (mm/dd/yyyy): **01/19/2005**

27. Printed name of authorized person: **MARVA BELISLE**